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ABSTRACT

Designed to promote informed decision making among Indian people whose children are currently attending a school operated by the Bureau of Indian Affairs (BIA), this script for a seven-part program is made up of filmstrips and recordings which both ask questions and provide information. Program 1 is an introduction/orientation program centered around the fact that by June 30, 1975 at least one-fourth or 50 of the BIA schools "will operate under the management system chosen by those served by the school." Program 2 is concerned with needs assessment--evaluation of: educational goals of students and community; curriculum; activities outside the classroom; and school administration. Programs 3-6 define four known school management options--(1) the Federal School; (2) the Public School; (3) the Tribal-Private or Contract School (legally authorized by written contract between the BIA and a tribally authorized group); and (4) the Combination School (a combination of the legal and financial aspects of Public, Federal, and Tribal-Private Schools). A fifth option is described as any new school program that has not yet been tried. Entitled "Another Look: It's Your Move", program 7 reiterates the options presented in programs 3-6 and emphasizes the necessity for informed decision making on the part of parents. (JC)

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RESEARCH AND EVALUATION REPORT SERIES NO. 32

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Information on the availability of the slide-tape package may be obtained from the Division of Evaluation, Research and Development at the above address. An Eighth program is forthcoming.

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MANAGEMENT DECISIONS IN INDIAN EDUCATION

AUDIO/VISUAL SCRIPTS FOR A SEVEN PROGRAM SERIES ON SCHOOL MANAGEMENT OPTIONS

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[1975]

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MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 1
INTRODUCTION

RESEARCH AND EVALUATION REPORT SERIES NO. 32.01

INDIAN EDUCATION RESOURCES CENTER
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0006

# 1 Title Frame	MUSIC - FADE IN THIS IS THE INTRODUCTORY PROGRAM IN THE SERIES "MANAGEMENT DECISIONS IN INDIAN EDUCATION."
# 2 Indian People	THE PROGRAM YOU ARE ABOUT TO PARTICIPATE IN HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS.
# 3 Secretary Commissioner Director of Education Programs	MUSIC - FADE IN
# 4a Credits Frame	MUSIC - CONTINUED
# 4b Credits Frame	0007 MUSIC - FADE OUT

# 5 Symbol of the Department of Interior	THIS PROGRAM WAS DEVELOPED BY THE BUREAU OF INDIAN AFFAIRS AS A PART OF THE SECRETARIAL OBJECTIVE OF THE DEPARTMENT OF THE INTERIOR, WHICH MEANS IT IS CONSIDERED BY THE GOVERNMENT TO BE HIGHEST PRIORITY.
# 6 Booklets	THERE ARE SEVEN PARTS TO THIS PROGRAM OF TAPE RECORDINGS AND FILM STRIPS. EACH PART WILL BE PRESENTED IN GENERALLY THE SAME WAY. THEY ARE MADE UP OF FILMSTRIPS AND RECORDINGS WHICH ASK QUESTIONS, AND PROVIDE INFORMATION.
# 7 People viewing presentation.	YOU WILL BE ASKED TO RESPOND TO CERTAIN QUESTIONS FROM TIME TO TIME ON THE PAPER YOU HAVE BEEN GIVEN. EACH PROGRAM WILL PROVIDE YOU INFORMATION ABOUT SOME CHOICES YOU HAVE REGARDING THE MANAGEMENT OF EDUCATION PROGRAMS. AFTER PARTICIPATING IN THIS FIRST PROGRAM OF THE SERIES YOU WILL BE ABLE TO DO SEVERAL THINGS.
# 8 Individual stating, "The Secretarial Objective is ____."	FIRST: YOU WILL BE ABLE TO EXPLAIN WHAT THE SECRETARIAL OBJECTIVE SAYS MUST BE ACCOMPLISHED IN INDIAN SELF-DETERMINATION FOR EDUCATION BY JUNE 30, 1975.
# 9 Individual asking question.	SECOND: YOU WILL BE ABLE TO EXPLAIN WHAT HAS TO BE DONE BY EACH OF SEVERAL GROUPS, INCLUDING THE CENTRAL OFFICE OF INDIAN EDUCATION PROGRAMS, THE AREA AND AGENCY OFFICES OF THE BIA, AND INDIAN COMMUNITIES AND TRIBAL GROUPS IN ORDER TO ACHIEVE THE OBJECTIVE.

# 10 Young man making decision.	THIRD: YOU WILL BE ABLE TO IDENTIFY THE THINGS WHICH ARE MOST NECESSARY IN ORDER TO MAKE A GOOD CHOICE.
# 11 Bride and Groom	FOURTH: YOU WILL BE ABLE TO IDENTIFY WHICH, OF SEVERAL SITUATIONS REQUIRES THE MORE SERIOUS AND INFORMED CONSIDERATION REGARDING MAKING CHOICES.
# 12 Symbols	FIFTH: YOU WILL BE ABLE TO NAME FIVE SCHOOL MANAGEMENT OPTIONS, OR CHOICES, AFTER BEING PRESENTED A DEFINITION OF EACH OF THEM.
# 13 "Who hires the staff?"	SIXTH: YOU WILL BE ABLE TO NAME AT LEAST FIVE OF THE ELEVEN IMPORTANT KINDS OF QUESTIONS FOR WHICH INFORMATION WILL BE PRESENTED ABOUT EACH SCHOOL MANAGEMENT CHOICE.
# 14 The objective in block letters 0003	THE SECRETARIAL OBJECTIVE SAYS: "BY THE END OF FISCAL YEAR 1975 OR JUNE 30, 1975 AT LEAST ONE-FOURTH OR 50 OF THE BUREAU OF INDIAN AFFAIRS SCHOOLS WILL OPERATE UNDER THE MANAGEMENT SYSTEM CHOSE BY THOSE SERVED BY THE SCHOOL." LOOK AT THE OBJECTIVE AGAIN CAREFULLY. IN A MOMENT YOU WILL BE ASKED A QUESTION ABOUT IT.

# 15 Three statements	HERE ARE THREE STATEMENTS ABOUT SCHOOLS WHICH ARE CURRENTLY OPERATED BY THE BUREAU OF INDIAN AFFAIRS. BY NUMBER 1 ON YOUR ANSWER SHEET MARK THE LETTER WHICH TELLS ABOUT THE SECRETARIAL OBJECTIVE. A) ALL BUREAU OPERATED SCHOOLS WILL BE REMODELED. B) INDIAN PEOPLE WILL CONTRACT TO OPERATE ALL BIA SCHOOLS.
	C) INDIAN PEOPLE WILL DECIDE WHAT KIND OF MANAGEMENT SYSTEM THEY WANT FOR THE BIA SCHOOL IN THEIR COMMUNITY. IF YOU CHOSE LETTER "C" YOU ARE CORRECT. THE OBJECTIVE SAYS THAT INDIAN PEOPLE WILL CHOOSE FOR THEMSELVES HOW THEY WANT THE SCHOOL MANAGED.
# 16 School with message	THE POLICY OF THE UNITED STATES GOVERNMENT IS TO ENCOURAGE INDIAN PEOPLE TO MAKE DECISIONS FOR THEMSELVES. THIS IS CALLED A POLICY OF SELF-DETERMINATION. EDUCATION IS ONE OF THE MOST IMPORTANT AREAS ABOUT WHICH DECISIONS MUST BE MADE. THE OBJECTIVE STATEMENT EXPLAINS WHAT MUST BE DONE BY A NUMBER OF PEOPLE AND AGENCIES TO MAKE IT POSSIBLE TO REACH THE OBJECTIVE. IT SAYS:
# 17 Couple examining school.	"THE OFFICE OF INDIAN EDUCATION PROGRAMS WILL DEVELOP A TRAINING PACKAGE WHICH WILL BE DESIGNED TO HELP A SCHOOL BOARD, STAFF, STUDENTS, PARENTS, TRIBAL LEADERS AND OTHERS CONCERNED TO ASSESS THEIR SCHOOL'S PROGRAMS AND NEEDS, AND TO UNDERSTAND THE MANAGEMENT OPTIONS WHICH ARE AVAILABLE FOR OPERATING THAT SCHOOL. FOR EXAMPLE, THE OPTION OF CONTINUED BUREAU MANAGEMENT, THE OPTION OF BECOMING A PUBLIC SCHOOL, OR THE OPTION OF CONTRACTING TO MANAGE THE SCHOOL.
#18 Assessment needs and understanding management options	THIS IS THE INTRODUCTORY PART OF THAT PACKAGE, WHICH IS INTENDED TO HELP SCHOOL BOARDS, PARENTS, STAFF, STUDENTS, AND TRIBAL LEADERS TO ASSESS THEIR SCHOOL'S PROGRAMS AND NEEDS, AND TO UNDERSTAND THE ADVANTAGES AS WELL AS THE RESPONSIBILITIES OF THE DIFFERENT OPTIONS AVAILABLE FOR OPERATING THEIR SCHOOL.

# 19 Map	THE EXPLANATION GOES ON TO SAY THAT CENTRAL OFFICE STAFF, OFFICE OF INDIAN EDUCATION PROGRAMS, WILL EXPLAIN THE OBJECTIVE AND THE USE OF THE TRAINING MATERIALS TO EACH AREA OFFICE IN WHICH FEDERAL SCHOOLS ARE OPERATED.
# 20 "Only 99 to go"	THE BIA AREA OFFICES, ACCORDING TO THE OBJECTIVE, WILL MAKE A TOTAL OF 100 PRESENTATIONS OF THE MATERIAL DURING FISCAL YEAR 1975, TO TRIBAL GROUPS, AND THROUGH THE TRIBE TO LOCAL COMMUNITIES AND SCHOOL BOARDS, AS A MEANS OF PREPARING ONE-FOURTH OR 50 OF THE BUREAU SCHOOLS TO DO TWO ESSENTIAL THINGS NECESSARY TO SELF-DETERMINATION FOR EDUCATION:
# 21 Interview	FIRST: THEY WILL HELP THE INDIAN COMMUNITY CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT INCLUDING A GENERAL EVALUATION OF THE SCHOOL PROGRAM AND A REVIEW OF THE MANAGEMENT OPTIONS AVAILABLE.
# 22 Speaker	SECOND: THE INDIAN COMMUNITY, AFTER DECIDING ON ITS PREFERRED EDUCATIONAL GOALS AND IDENTIFYING CRITICAL EDUCATIONAL NEEDS WILL OFFICIALLY INSTALL ONE OF THE SCHOOL MANAGEMENT OPTIONS AS THE OPTION OF ITS CHOICE. THIS WILL BE DONE THROUGH A SERIES OF MEETINGS OF TRIBAL AND COMMUNITY REPRESENTATIVES AND BUREAU OF INDIAN AFFAIRS AREA AND AGENCY OFFICIALS.
# 23 Tribal Council voting	THE SCHOOL BOARDS OF EACH OF THE 50 SCHOOLS MENTIONED WILL THEN BE ASKED TO PREPARE A RESOLUTION ON THEIR CHOICE OF A MANAGEMENT SYSTEM FOR THE CONTINUED OPERATION OF THE SCHOOL WHICH IS CONSISTENT WITH THE LOCAL AND NATIONAL INTERESTS AND REGULATIONS.

# 24 Woman interviewer	IT IS OF GREATEST IMPORTANCE THAT THIS CHOICE BE MADE ONLY AFTER CONDUCTING A NEEDS ASSESSMENT IN THE COMMUNITY TO BE SERVED, INCLUDING CAREFUL STUDY OF ALL ASPECTS OF THE MANAGEMENT OPTIONS AS THEY MIGHT BEST FIT THE CIRCUMSTANCES OF EACH COMMUNITY. THIS IS CALLED MAKING AN INFORMED CHOICE.
# 25 Person at blackboard	WE CAN'T SAY THAT WE HAVE BEEN GIVEN A REAL CHOICE IN ANY SITUATION IF WE DON'T KNOW ANYTHING ABOUT THE ALTERNATIVES WE ARE BEING ASKED TO DECIDE ON. THE PURPOSE OF THIS SERIES IS TO HELP YOU MAKE AN INFORMED CHOICE.
# 26 Booklet titled "CHOICE"	AN IMPORTANT DOCUMENT ACCOMPANYING THIS SERIES IS ENTITLED "CHOICE", WHICH STANDS FOR COMMUNITIES HAVE OPTIONS IN CONTROL OF EDUCATION.
#27 A group with "light bulb".	IN ORDER TO MAKE AN INFORMED CHOICE ONE MUST HAVE INFORMATION.....DEPENDABLE INFORMATION. THE WAY A COMMUNITY CAN DEVELOP DEPENDABLE INFORMATION FOR MAKING INFORMED CHOICES ABOUT EDUCATION IS BY CONDUCTING AN EDUCATIONAL NEEDS ASSESSMENT.
# 28 Person thinking, "What's a needs assessment?"	WHAT IS A NEEDS ASSESSMENT? FOR PURPOSES OF THIS PROGRAM THE NEEDS ASSESSMENT WILL BE MADE UP OF TWO MAJOR ACTIVITIES FOR ACQUIRING DEPENDABLE INFORMATION.

29

A school - Person asking, "How are you doing?"

THE FIRST PART OF THE NEEDS ASSESSMENT IS IN THE FORM OF A GENERAL EVALUATION OF THE SCHOOL PROGRAM AS IT NOW OPERATES.

YOU WILL LEARN IN DETAIL HOW TO DO THIS IN PROGRAM NUMBER 2 OF THIS SERIES.

IN BRIEF, THE EVALUATION WILL BE CONCERNED WITH FOUR IMPORTANT PARTS OF THE SCHOOL OPERATION:

30

Person with tape recorder.

1. IT WILL FIND OUT WHAT EDUCATIONAL GOALS PEOPLE IN THE COMMUNITY INCLUDING STUDENTS FEEL ARE MOST IMPORTANT.

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31

Person administering test.

2. IT WILL EXAMINE THE CURRICULUM OF THE SCHOOL, ESPECIALLY IN LANGUAGE AND MATHEMATICS.

32

School bus - Happy kids on "Field Trip".

3. IT WILL EXAMINE THE ACTIVITIES PROVIDED OUTSIDE OF FORMAL CLASSES.

33

The Superintendent sign, "Head Honcho"

4. IT WILL EXAMINE THE ADMINISTRATION OF THE SCHOOL.

34

Titles - Options Programs

THE SECOND MAJOR ACTIVITY FOR DEVELOPING DEPENDABLE INFORMATION WILL BE THROUGH PARTICIPATION IN THE OTHER PROGRAMS IN THIS SERIES. THESE PROGRAMS WILL EXPLAIN THE OPTIONS FOR SCHOOL MANAGEMENT IN DETAIL.

35

Model

TOGETHER THE INFORMATION FROM THE EVALUATION OF THE SCHOOL PROGRAM AND THE STUDY OF THE AVAILABLE OPTIONS WILL PROVIDE THE BASIS FOR DECIDING ON THE MANAGEMENT SYSTEM FOR YOUR SCHOOL.

36

Three Statements

NEXT TO NUMBER 2 ON YOUR ANSWER SHEET PLEASE INDICATE WHICH OF THE 3 ITEMS IS MOST IMPORTANT IN MAKING A GOOD CHOICE.

A) THE OPINION OF YOUR NEIGHBOR
B) THE WEATHER
C) DEPENDABLE INFORMATION

YOUR NEIGHBOR MAY HAVE SOME GOOD OPINIONS, AND THE WEATHER MIGHT SOMETIMES HAVE SOMETHING TO DO WITH DECISIONS, BUT FOR YOUR SERIOUS CONSIDERATION OF EDUCATIONAL OPTIONS, NOTHING IS MORE IMPORTANT THAN DEPENDABLE INFORMATION. YOU SHOULD HAVE MARKED THE LETTER "C".

THE VARIOUS MANAGEMENT OPTIONS WILL BE IDENTIFIED IN A FEW MOMENTS. EACH WILL BE THE SUBJECT OF A SEPARATE PROGRAM IN THE SERIES.

37

You will be able to explain what has to be done...(see pp 2)

BUT FIRST THIS WOULD BE A GOOD TIME TO SEE HOW WELL WE HAVE ALL ACHIEVED THE SECOND OBJECTIVE OF THIS PROGRAM SO FAR. THAT OBJECTIVE SAID, YOU WILL BE ABLE TO EXPLAIN WHAT HAS TO BE DONE BY EACH OF SEVERAL GROUPS INCLUDING THE CENTRAL OFFICE OF INDIAN EDUCATION PROGRAMS, THE AREA AND AGENCY OFFICES OF THE BIA, AND INDIAN COMMUNITIES AND TRIBAL GROUPS IN ORDER TO ACHIEVE THE OBJECTIVE.

38

Four Statements

HERE ARE FOUR STATEMENTS CONCERNING WHAT THE CENTRAL OFFICE OF INDIAN EDUCATION PROGRAMS MUST DO. TWO OF THEM ARE CORRECT. BY NUMBER 3 ON YOUR ANSWER SHEET CIRCLE THE NUMBERS OF THE TWO CORRECT STATEMENTS.

THE CENTRAL OFFICE OF EDUCATION PROGRAMS WILL:

1. DEVELOP A TRAINING PACKAGE TO PROVIDE INFORMATION ON SCHOOL MANAGEMENT.

2. VISIT ALL BIA SCHOOLS BY CHRISTMAS.

3. EXPLAIN THE USE OF THE TRAINING PROGRAMS TO EACH AREA OFFICE.

4. CALL A MEETING OF ALL TRIBAL CHAIRMEN.

NUMBER 1 AND NUMBER 3 ARE CORRECT. THE FIRST TASK ASSIGNED TO THE CENTRAL OFFICE OF EDUCATION PROGRAMS IS TO DEVELOP A TRAINING OR INFORMATION PACKAGE ON SCHOOL MANAGEMENT. YOU ARE SEEING PART OF THAT PACKAGE RIGHT NOW. THE CENTRAL OFFICE WAS ALSO ASKED TO EXPLAIN THE USE OF THAT PACKAGE TO EACH AREA OFFICE.

HERE IS ANOTHER QUESTION HAVING TO DO WITH THE BIA AREA AND AGENCY OFFICES.

39

Statement

BY NUMBER 4 ON YOUR ANSWER SHEET, MARK YES OR NO WHICHEVER IS CORRECT IN RESPONSE TO THE FOLLOWING STATEMENT:

THE AREA AND AGENCY OFFICES WILL HELP INDIAN COMMUNITIES CONDUCT AN EDUCATIONAL NEEDS ASSESSMENT.

THE ANSWER IS YES. AREA AND AGENCY OFFICES ARE TO ASSIST COMMUNITIES IN CONDUCTING EDUCATIONAL NEEDS ASSESSMENTS.

40

Crossroads

WE HAVE SAID IT IS THE POLICY OF THE UNITED STATES GOVERNMENT TO ENCOURAGE INDIAN PEOPLE TO MAKE DECISIONS FOR THEMSELVES, AND IT IS THE PURPOSE OF THIS SECRETARIAL OBJECTIVE TO ASSIST INDIAN PEOPLE IN THE PROCESS OF DECISION MAKING...THAT IS IN CHOOSING A COURSE OF ACTION FROM AMONG SEVERAL POSSIBLE COURSES.

# 41 Card player	THE TASK OF MAKING A CHOICE MAY NOT SEEM LIKE A VERY COMPLICATED JOB TO SOME PEOPLE BUT IS IS NOT ALWAYS AS SIMPLE AS IT SEEMS. THE SUBJECT OF THIS PROGRAM IS A PARTICULAR KIND OF CHOICE-MAKING SITUATION: CHOICES--OR OPTIONS--YOU HAVE ABOUT HOW YOU WANT YOUR CHILDREN'S SCHOOL MANAGED.
# 42 Words: SCHOOL MANAGEMENT OPTIONS	IN THIS SERIES, THESE CHOICES ARE CALLED, "SCHOOL MANAGEMENT OPTIONS".
# 43 The thinker	BECAUSE THIS A CHOICE-MAKING SITUATION WHICH REQUIRES CAREFUL CONSIDERATION SOME VERY SPECIFIC AND DETAILED INFORMATION WILL BE PRESENTED IN THE OTHER PROGRAMS IN THIS SERIES.
# 44 The symbols for the five options	LET'S TAKE A BRIEF LOOK AT EACH OF THE SCHOOL MANAGEMENT OPTIONS YOU HAVE AVAILABLE. THERE ARE MANY POSSIBILITIES FOR SCHOOL MANAGEMENT, OF COURSE. IN THIS PROGRAM THE POSSIBILITIES ARE GROUPED INTO FIVE MAIN CATEGORIES.
# 45 Federal School Symbol	ONE SCHOOL MANAGEMENT OPTION IS THE FEDERAL SCHOOL. THIS KIND OF SCHOOL IS A PART OF THE BUREAU OF INDIAN AFFAIRS FEDERAL SCHOOL SYSTEM. IT IS LEGALLY ESTABLISHED BY FEDERAL LAWS RELATING TO INDIAN AFFAIRS.

# 46 Document headed "Treaty"	IN SIMPLE TERMS, FEDERAL SCHOOLS HAVE BEEN ESTABLISHED TO MEET THE PROMISES MADE TO INDIAN PEOPLE LONG AGO IN TREATIES, AND OTHER AGREEMENTS WHEN INDIAN PEOPLE INSISTED ON THE RIGHT TO A SCHOOL EDUCATION FOR THEIR CHILDREN.
# 47 Public School Symbol	ANOTHER SCHOOL MANAGEMENT OPTION IS THE PUBLIC SCHOOL. THIS KIND OF SCHOOL IS LEGALLY ESTABLISHED BY STATE LAWS, IN EACH STATE THROUGHOUT THE COUNTRY. BASICALLY, STATE PUBLIC SCHOOLS HAVE BEEN ESTABLISHED BECAUSE THE CITIZENS OF EACH STATE INSISTED ON THE RIGHT TO A FREE PUBLIC EDUCATION FOR THEIR CHILDREN AND BECAUSE THEY AGREED TO WORK WITH THEIR NEIGHBORS
	TO HELP SUPPORT IT. PUBLIC EDUCATION OF THIS KIND IS NOT ESTABLISHED THROUGH THE FEDERAL CONSTITUTION OR LAWS, SO IT IS THE RESPONSIBILITY OF THE INDIVIDUAL STATES. INDIAN CHILDREN, AS WELL AS OTHER CHILDREN, HAVE A RIGHT TO PUBLIC SCHOOL EDUCATION.
#48 Tribal-Private (Contract) School Symbol	A THIRD SCHOOL MANAGEMENT OPTION IS KNOWN AS THE TRIBAL-PRIVATE OR CONTRACT SCHOOL.
#49 Section of such a contract now existing	THIS KIND OF SCHOOL IS LEGALLY AUTHORIZED BY A WRITTEN CONTRACT BETWEEN THE BUREAU OF INDIAN AFFAIRS AND A TRIBALLY-AUTHORIZED GROUP REPRESENTING INDIAN PEOPLE. THIS KIND OF SCHOOL IS A FAIRLY NEW INVENTION, ATTEMPTED BY INDIAN COMMUNITIES WHICH WANT TO TRY OUT A LOCALLY CONTROLLED ALTERNATIVE TO PUBLIC SCHOOLS AND FEDERAL SCHOOLS.

#50 Combination School Symbol	A FOURTH SCHOOL MANAGEMENT OPTION IS THE COMBINATION OR COOPERATIVE SCHOOL. THIS KIND OF SCHOOL MAY COMBINE LEGAL AND FINANCIAL ASPECTS OF PUBLIC, FEDERAL, AND TRIBAL-PRIVATE SCHOOLS OR ANY TWO OF THESE. THE LEGAL BASIS FOR A COMBINATION SCHOOL DEPENDS ON THE WRITTEN AGREEMENT WORKED OUT AMONG THE FEDERAL, STATE, AND PRIVATE AGENCIES WHICH WILL CONTRIBUTE TO THE COMBINATION SCHOOL. UP TO THIS POINT, FOUR SCHOOL MANAGEMENT OPTIONS HAVE BEEN MENTIONED:
#51 The Federal School	THE FEDERAL SCHOOL
#52 The Public School	THE PUBLIC SCHOOL
#53 The Tribal-Private School	THE TRIBAL-PRIVATE SCHOOL
#54 The Combination School	THE COMBINATION SCHOOL

# 55 Fifth Option	THERE IS ONE MORE OPTION, CALLED SIMPLY "THE FIFTH OPTION", BECAUSE IT COVERS ALL THE OTHER SCHOOL MANAGEMENT APPROACHES WHICH HAVE NOT BEEN DESCRIBED SO FAR. "THE FIFTH OPTION" REPRESENTS THE NEW IDEAS WHICH HAVEN'T BEEN DEVELOPED OR TRIED YET. IT ALSO STANDS FOR SCHOOL MANAGEMENT SYSTEMS WHICH MAY BE IN OPERATION, BUT WHICH ARE NOT DESCRIBES AS FEDERAL, PUBLIC, TRIBAL-PRIVATE, OR COMBINATION. IT IS IMPORTANT TO INCLUDE "THE FIFTH OPTION" HERE, THOUGH TO SHOW THAT THERE MAY BE CHOICES WHICH HAVE NOT BEEN THOUGHT OF YET.
# 56 Five Symbols	BY THE NUMBER 5 ON YOUR RESPONSE SHEET, MARK THE LETTER WHICH MATCHES THE SCHOOL MANAGEMENT OPTION WHICH IS BEING DEFINED. THIS KIND OF SCHOOL IS ESTABLISHED BY FEDERAL LAWS RELATING TO INDIAN AFFAIRS.
# 57 Federal School Symbol	THE CORRECT RESPONSE IS C., FEDERAL SCHOOL, WHICH IS PART OF THE BUREAU OF INDIAN AFFAIRS SCHOOL SYSTEM.
#58 Five Symbols	BY THE NUMBER 6 ON YOUR RESPONSE SHEET, MARK THE LETTER WHICH MATCHES THE SCHOOL MANAGEMENT OPTION WHICH IS BEING DEFINED. THIS KIND OF SCHOOL IS LEGALLY AUTHORIZED BY A WRITTEN CONTRACT BETWEEN THE BUREAU OF INDIAN AFFAIRS AND A TRIBALLY-AUTHORIZED GROUP REPRESENTING INDIAN PEOPLE.
#59 B. Tribal-Private School	THE CORRECT RESPONSE IS B., TRIBAL-PRIVATE SCHOOL, SOMETIMES CALLED A CONTRACT SCHOOL.

#60

Five Symbols

BY NUMBER 7 ON YOUR RESPONSE SHEET, MARK THE LETTER WHICH MATCHES THE SCHOOL MANAGEMENT OPTION BEING DESCRIBED.

THIS KIND OF SCHOOL IS LEGALLY ESTABLISHED BY STATE LAWS IN EACH STATE THROUGHOUT THE COUNTRY.

#61

C. Public School

THE ANSWER IS LETTER A. PUBLIC SCHOOLS ARE ESTABLISHED THROUGH STATE LEGISLATION.

#62

Four Symbols
One Frame

EACH OF THE FIRST FOUR OPTIONS:

THE FEDERAL SCHOOL,
THE PUBLIC SCHOOL,
THE TRIBAL-PRIVATE SCHOOL, AND
THE COMBINATION SCHOOL

WILL BE PRESENTED IN GREATER DETAIL IN OTHER PROGRAMS IN THE SERIES.

#63

Words: WHAT KIND OF INFORMATION WILL BE PRESENTED?

WHAT KIND OF INFORMATION ABOUT THE SCHOOL MANAGEMENT OPTIONS WILL YOU BE ABLE TO GAIN? WHAT QUESTIONS WILL BE ANSWERED?

#64

Words: PART 2: GOAL SELECTION

IN PROGRAM NUMBER 2 OF THE SERIES ONE MAIN QUESTION WILL BE: HOW DO YOU SELECT AND CLEARLY STATE COMMUNITY GOALS, TO DEVELOP DEPENDABLE INFORMATION FOR CHOOSING AMONG THE SCHOOL MANAGEMENT OPTIONS?

# 65 NEEDS ASSESSMENT	ANOTHER QUESTION ANSWERED IN PROGRAM NUMBER 2 WILL BE: HOW DO YOU GO ABOUT ASSESSING NEEDS, AS THE BASIS FOR STATING REALISTIC EDUCATIONAL GOALS?
# 66 The Four Options	PARTS 3, 4, 5, AND 6 ARE EACH DEVOTED TO ONE OF THE 4 KNOWN MANAGEMENT OPTIONS.
# 67 Booklets	PART 7 WILL BRIEFLY SUMMARIZE INFORMATION ON THE MANAGEMENT OPTIONS.
# 68 A series of pictures with single words overlaid:	THE FOLLOWING BASIC QUESTIONS WILL BE ANSWERED IN PARTS 3, 4, 5, AND 6: WHERE WILL THE FUNDS COME FROM TO OPERATE THIS KIND OF SCHOOL? DOES THE MONEY INCLUDE THINGS LIKE EMPLOYEE FRINGE BENEFITS?
	WHO WOULD DECIDE WHAT EDUCATIONAL STANDARDS SHOULD BE MET AND WHETHER THE SCHOOL IS MEETING THEM? WHO WILL BE RESPONSIBLE AND HAVE THE AUTHORITY FOR DECIDING ON OVERALL EDUCATIONAL GOALS AND POLICIES FOR THE SCHOOL PROGRAM?

WHAT LAW SAYS THAT INDIAN PEOPLE CAN HAVE A PARTICULAR OPTION?

HOW WOULD THE SCHOOL FOOD PROGRAM AND STUDENT TRANSPORTATION BE MANAGED?

WHAT QUALIFICATIONS WOULD SCHOOL PERSONNEL HAVE TO MEET?

WHO WOULD BE RESPONSIBLE FOR HIRING AND SUPERVISING ADMINISTRATORS, TEACHERS, AIDES, AND OTHER STAFF MEMBERS?

WHO TAKES CARE OF MAINTAINING THE SCHOOL BUILDINGS AND GROUNDS?

CAN BUILDINGS BE ADDED OR REMODELED?

69

The Four Options

THE INFORMATION PRESENTED ABOUT THE FEDERAL SCHOOL, PUBLIC SCHOOL, TRIBAL-PRIVATE SCHOOL, AND COMBINATION SCHOOL OPTIONS WILL ANSWER THESE AND OTHER QUESTIONS. PARTS 3, 4, 5, AND 6, ASK AND ANSWER SOME QUESTIONS, BUT BY NO MEANS ALL THAT SHOULD BE ASKED, AND ANSWERED, BEFORE YOU REACH A DECISION ABOUT YOUR CHOICE OF A SCHOOL MANAGEMENT OPTION. WHERE DO THE OTHER QUESTIONS AND ANSWERS COME FROM? THEY MUST COME FROM YOU.

70

Department of Interior Symbol

MUSIC - FADE IN

71

THE END

MUSIC - FADE OUT

MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 2
SELECTING EDUCATIONAL GOALS
AND ASSESSING EDUCATIONAL NEEDS

RESEARCH AND EVALUATION REPORT SERIES NO. 32.02

INDIAN EDUCATION RESOURCES CENTER
BUREAU OF INDIAN AFFAIRS
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0023

# 1 Department of Interior Symbol	MUSIC - FADE IN MUSIC - FADE OUT
# 2 Management Decisions in Indian Education	THIS IS THE SECOND PROGRAM IN THE SERIES, "MANAGEMENT DECISIONS IN INDIAN EDUCATION".
# 3 Selecting Educational Goals and Assessing Educational Needs	THIS PROGRAM IN THE SERIES IS CALLED, "SELECTING EDUCATIONAL GOALS AND ASSESSING EDUCATIONAL NEEDS". THE INFORMATION PRESENTED HERE HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS.
# 4 Secretary Commissioner Director of Education Programs	MUSIC - FADE IN
# 5a Credit Frame	MUSIC - CONTINUED

# 5b Credit Frame	MUSIC - FADE OUT
# 6 Figures representing professions	THE TASK OF DECIDING ON EDUCATIONAL GOALS IS CONSIDERED OF UPMOST IMPORTANCE IN THE SECRETARIAL OBJECTIVE. INDIAN COMMUNITIES WHICH CHOOSE A MANAGEMENT OPTION FOR A LOCAL SCHOOL MUST KNOW WHAT THEY WISH THE SCHOOL TO PRODUCE BY WAY OF LEARNING OUTCOMES FOR THE STUDENTS OF THE SCHOOL.
# 7 People examing the school.	ANOTHER PART OF THE JOB WHICH IS CONSIDERED VERY IMPORTANT IN THE SECRETARIAL OBJECTIVE IS ASSESSING CERTAIN EDUCATIONAL NEEDS. ASSESSING EDUCATIONAL NEEDS IS ANOTHER WAY OF SAYING THAT YOU NEED TO FIND OUT JUST WHAT IS ACTUALLY GOING ON NOW IN SOME ASPECTS OF YOUR SCHOOL'S OPERATION, AS IT COMPARES TO YOUR COMMUNITY'S PREFERRED GOALS.
# 8 Stairs labeled "Preferred Goals"	IN THIS PART OF THE PROGRAM, YOU WILL FIRST BE PRESENTED A STEP BY STEP METHOD FOR SELECTING THE EDUCATIONAL GOALS FOR THE SCHOOL. THIS METHOD WILL BE CALLED GOALS PREFERENCE. IT IS A WAY OF FINDING OUT WHAT OVERALL EDUCATIONAL GOALS THE PEOPLE OF YOUR COMMUNITY PREFER MOST.
# 9 Group around table labeled "Needs Assessment Committee"	NEXT, YOU WILL BE PRESENTED WITH SOME INFORMATION ABOUT ASSESSING THE NEEDS IN CERTAIN AREAS OF YOUR SCHOOL'S OPERATION. BY PARTICIPATING IN THIS PART OF THE PROGRAM, YOU WILL BECOME FAMILIAR WITH THE STEPS IN A PROCESS FOR SELECTING GOALS. YOU WILL ALSO LEARN HOW TO IDENTIFY EDUCATIONAL NEEDS.

#10

Audience viewing presentation.

DURING THIS PART OF THE PROGRAM WHEN YOU ARE ASKED TO PARTICIPATE, PLEASE RESPOND ON THE RESPONSE SHEET YOU HAVE BEEN GIVEN. YOU DO NOT NEED TO WRITE YOUR NAME ON THE RESPONSE SHEET.

#11

School with "BIA" on it

PART I OF THIS SERIES EMPHASIZED THE PRIMARY PURPOSE AS PROVIDING ASSISTANCE FOR INDIAN COMMUNITIES IN DECIDING WHAT MANAGEMENT SYSTEM THEY WANT FOR THEIR PRESENT BUREAU-OPERATED SCHOOL.

#12

Crossroads

THE PROGRAM EMPHASIZED THE IMPORTANCE OF MAKING AN "INFORMED CHOICE" IN THE CRITICAL MATTER OF EDUCATION MANAGEMENT, AND EXPLAINED THAT THE MOST ESSENTIAL ELEMENT IN THIS PROCESS IS DEPENDABLE INFORMATION.

#13

Man asking, "What's a Needs Assessment?"

AN EFFICIENT WAY TO GO ABOUT DEVELOPING DEPENDABLE INFORMATION FOR INFORMED DECISION-MAKING WAS IDENTIFIED BRIEFLY AS A NEEDS ASSESSMENT, AND THIS PROGRAM WILL EXPLAIN THAT PROCESS IN SOME DETAIL.

AS A RESULT OF PARTICIPATING IN THIS PROGRAM YOU SHOULD BE ABLE TO DO SEVERAL THINGS WHICH ARE NECESSARY IN CONDUCTING A NEEDS ASSESSMENT. AMONG OTHER THINGS YOU SHOULD BE ABLE TO:

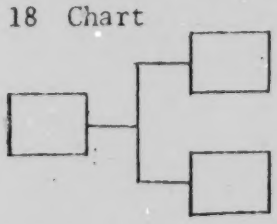
#14

A. "Describe the two..."

B. "Describe the steps in..."

A. DESCRIBE THE TWO MAJOR COMPONENTS OF A NEEDS ASSESSMENT AS PRESENTED HERE.

B. DESCRIBE THE STEPS IN CONDUCTING A GENERAL SCHOOL EVALUATION INCLUDING THE IDENTIFICATION OF PREFERRED EDUCATIONAL GOALS.

# 15 C. "Define educational goals..." D. "Describe a 5 step.."	C. DEFINE EDUCATIONAL GOALS IN TERMS OF THE STUDENT RATHER THAN THE SCHOOL. D. DESCRIBE A 5 STEP PROCEDURE FOR DETERMINING WHAT EDUCATIONAL GOALS ARE PREFERRED BY A COMMUNITY.
# 16 E. "Identify the three..."	E. IDENTIFY THE THREE ASPECTS OF SCHOOL OPERATIONS WHICH ARE TO BE EXAMINED AS PART OF THE GENERAL SCHOOL EVALUATION.
# 17 Booklets	FOR THE PURPOSE OF CARRYING OUT THE SECRETARIAL OBJECTIVE, A NEEDS ASSESSMENT WAS DEFINED IN THE FIRST PROGRAM AS BEING MADE UP OF TWO MAJOR ACTIVITIES. THE FIRST OF THESE ACTIVITIES IS PROBABLY THE EASIER PART. IT INVOLVES THE USE AND STUDY OF THE OTHER PROGRAMS IN THIS SERIES. EACH OF THOSE PROGRAMS PRESENTS INFORMATION YOU WILL NEED ABOUT ONE OF THE SCHOOL MANAGEMENT OPTIONS OPEN TO YOU. OBVIOUSLY ANY "INFORMED CHOICE" WILL NEED TO CONSIDER THIS INFORMATION SERIOUSLY. YOU WILL HAVE THE HELP OF YOUR AGENCY AND AREA OFFICES THROUGHOUT THE SERIES AND IN THE ENTIRE NEEDS ASSESSMENT.
# 18 Chart 	THE SECOND ACTIVITY IN THE NEEDS ASSESSMENT IS THAT OF CONDUCTING A GENERAL EVALUATION OF THE BUREAU SCHOOL IN YOUR COMMUNITY. WE CAN NOW DIAGRAM THE NEEDS ASSESSMENT LIKE THIS:
# 19 Community People saying, "This is our informed choice."	THE PURPOSE IN ACCOMPLISHING THE NEEDS ASSESSMENT, AS WAS STATED EARLIER, IS TO HELP YOU GATHER ENOUGH DEPENDABLE INFORMATION TO MAKE IT POSSIBLE FOR YOU TO DECIDE FOR YOURSELVES HOW YOU WOULD LIKE THE SCHOOL IN YOUR COMMUNITY MANAGED.

~~20~~

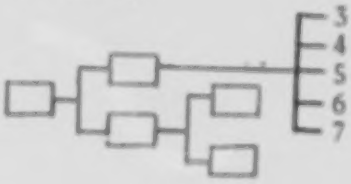
Someone asking the school, "How are you doing?"

AT THIS POINT WE NEED TO LOOK AT HOW TO CARRY OUT THE SECOND PART OF THE NEEDS ASSESSMENT, A "GENERAL EVALUATION" OF THE SCHOOL.

THE "GENERAL EVALUATION" OF THE SCHOOL IS ITSELF MADE UP OF TWO ACTIVITIES:

THE FIRST IS THE DETERMINATION OF EDUCATIONAL GOALS PREFERRED BY YOUR COMMUNITY, AND THE SECOND IS AN EXAMINATION OF SEVERAL LARGE COMPONENTS OF THE SCHOOL OPERATION.

Ø 21 Chart



OUR DIAGRAM NOW LOOKS LIKE THIS:

THE TWO MAIN PARTS OF THE NEEDS ASSESSMENT ARE THE STUDY OF THE OTHER INFORMATIONAL PROGRAMS IN THIS SERIES AND A GENERAL EVALUATION OF THE SCHOOL AS IT IS NOW.

THE GENERAL EVALUATION, IN TURN INCLUDES LEARNING WHAT GOALS THE PEOPLE OF YOUR COMMUNITY THINK ARE MOST IMPORTANT AND AN EXAMINATION OF SEVERAL PARTS OF THE SCHOOL OPERATION TO SEE HOW WELL IT IS MEETING THOSE GOALS AT PRESENT.

Ø 22

Students in caps and gowns

THE FIRST PART OF A "GENERAL EVALUATION", FINDING OUT WHAT EDUCATION GOALS YOUR COMMUNITY PREFERS, WILL BE OUR NEXT CONCERN. THIS IS A TECHNICAL TASK AND WILL REQUIRE ASSISTANCE FROM RESOURCES SUCH AS THE SCHOOL, AGENCY, AREA, OR CENTRAL BIA OFFICE, UNIVERSITIES, ETC.

Ø 23 Chart

YOU NEED TO KNOW WHAT YOUR COMMUNITY EXPECTS FROM THE SCHOOL...THAT IS, WHAT KINDS OF KNOWLEDGE, ATTITUDES AND SKILLS DO PEOPLE FEEL THEIR CHILDREN SHOULD ACQUIRE THROUGH THEIR SCHOOL EXPERIENCE.

THEN YOU NEED TO TAKE A LOOK AT HOW WELL THE SCHOOL IS GETTING THOSE RESULTS NOW. BY COMPARING THE TWO YOU MAY FIND THERE ARE SOME GAPS. THOSE GAPS ARE EDUCATIONAL NEEDS.

THE INFORMATION YOU GET FROM THE OTHER PROGRAMS IN THIS SERIES SHOULD HELP YOU DECIDE WHICH MANAGEMENT OPTION WOULD BE MOST LIKELY TO MEET THOSE NEEDS IN YOUR COMMUNITY.

THE FIRST QUESTION TO BE CONSIDERED IS:

WHAT IS AN EDUCATIONAL GOAL?

#24

Document "Educational Philosophy and Goals"

MOST SCHOOL ADMINISTRATORS HAVE A DOCUMENT SOMEWHERE IN THEIR FILES LABELED "EDUCATIONAL PHILOSOPHY AND GOALS".

THERE ARE USUALLY SEVERAL PROBLEMS WITH GOALS AS THEY ARE STATED IN THESE DOCUMENTS.

#25

Professor in ivory tower writing "Educational Goals for Schools of the Southwest"

FIRST, THESE GOALS ARE USUALLY ONES PUT TOGETHER BY "EXPERTS", PERHAPS PEOPLE FROM STATE OR FEDERAL AGENCIES OR UNIVERSITIES, FOR A WHOLE RANGE OF COMMUNITIES. AS SUCH THEY OFTEN FAIL TO TAKE INTO ACCOUNT THE DESIRES AND RESOURCES OF A SINGLE LOCAL COMMUNITY. WHILE THERE ARE SOME GOALS THAT ALL COMMUNITIES WOULD PROBABLY WANT FOR THEIR CHILDREN, FOR EXAMPLE, A STUDENT'S SKILL IN CERTAIN BASIC MATHEMATICAL OPERATIONS NECESSARY FOR DAY-TO-DAY TRANSACTIONS AT THE GAS STATION, GROCERY STORE, AND SO FORTH--

THERE ARE USUALLY OTHER GOALS UNIQUE TO CERTAIN COMMUNITIES. IN COMMUNITIES NEAR INDUSTRIAL CENTERS, FOR EXAMPLE, PARENTS MAY WANT THEIR SCHOOL TO PROVIDE CONSIDERABLE TECHNICAL TRAINING IN SUCH THINGS AS MECHANICS. IN A FARMING COMMUNITY, PARENTS MAY DESIRE A SCHOOL PROGRAM TO HELP YOUNGSTERS GAIN KNOWLEDGE OF THE NEWEST IMPROVEMENTS IN FARMING METHODS.

#26

Calendar "1975"
"But these are dated 1956"

A SECOND PROBLEM WITH GOALS, AS THEY ARE STATED IN SCHOOL DOCUMENTS, IS THAT THEY ARE OFTEN OUT OF DATE. THEY MAY HAVE BEEN WRITTEN FROM TEN TO THIRTY YEARS AGO. NOT ONLY DO COMMUNITIES CHANGE, BUT STUDENTS CHANGE AND SO DOES THE INFORMATION THEY NEED TO BE PROVIDED THROUGH A SCHOOL PROGRAM. EDUCATIONAL GOALS SHOULD BE REVIEWED FREQUENTLY, AT LEAST EVERY YEAR. GOOD EDUCATIONAL GOALS FOR 1975 MAY NOT BE QUITE THE SAME AS THEY WERE FOR 1956.

#27

Boxes labeled:
"Environment",
"Buildings",
"Equipment",
"Innovation"

A THIRD AND MOST SERIOUS PROBLEM IS THAT EDUCATIONAL GOALS AS YOU'LL FIND THEM STATED IN MANY SCHOOLS ARE NOT REALLY GOALS FOR STUDENT LEARNING, BUT INSTEAD ARE GOALS FOR SCHOOL OPERATION. FOR EXAMPLE, YOU MAY FIND SOMETHING LIKE:

GOAL: TO PROVIDE A SAFE AND HEALTHY ENVIRONMENT FOR STUDENTS, OR

GOAL: TO PROVIDE MAXIMUM INDIVIDUALIZATION OF INSTRUCTION

28

Students reciting

WHILE THESE ARE WORTHY STATEMENTS ABOUT WHAT A SCHOOL WISHES TO PROVIDE WITH ITS OPERATION, THEY SAY NOTHING ABOUT STUDENTS ATTITUDES, OR KNOWLEDGE, OR SKILLS STUDENTS SHOULD HAVE WHEN THEY LEAVE THE SCHOOL PROGRAM GAINED AS A RESULT OF THE INSTRUCTION PROVIDED THEM.

29

Educational Desired Goal--Learning Outcome

THE BASIC PROBLEM WITH MANY FINE-SOUNDING GOAL STATEMENTS IS THAT THEY DO NOT SERVE THE MAIN FUNCTION OF AN EDUCATIONAL GOAL: THAT IS, A GOAL IS A DESIRED OUTCOME. AS A STATEMENT OF A DESIRED OUTCOME, IT SHOULD SERVE AS THE STARTING POINT FOR DESIGNING THE INSTRUCTIONAL ACTIVITY CHILDREN NEED TO TAKE PART IN ORDER TO ACHIEVE THE DESIRED OUTCOME.

30

Boy diving

PROBABLY THE BEST QUESTION YOU COULD ASK AS YOU REVIEW A SET OF GOAL STATEMENTS IS:

WHAT DOES THE STATEMENT SAY THE STUDENT WILL BE ABLE TO DO AS A RESULT OF THE SCHOOL PROGRAM?

LOOK AT THE FOLLOWING STATEMENTS, AND DECIDE WHICH IS STATED IN TERMS OF DESIRED LEARNING OUTCOMES FOR STUDENTS.

31

A. "The school will provide..."

B. "The student will be able to..."

A. THE SCHOOL WILL PROVIDE A TEACHER AND A CLASSROOM FOR THE INSTRUCTION OF TYPING SKILLS.

B. THE STUDENT WILL BE ABLE TO TYPE 50 WORDS PER MINUTE WHEN PROVIDED UNFAMILIAR MATERIAL.

ON YOUR RESPONSE SHEET, BY NUMBER ONE, MARK THE LETTER TO ANSWER THE QUESTION: WHICH STATEMENT, "A" OR "B", IS A MORE PROPERLY STATED EDUCATIONAL GOAL?

32

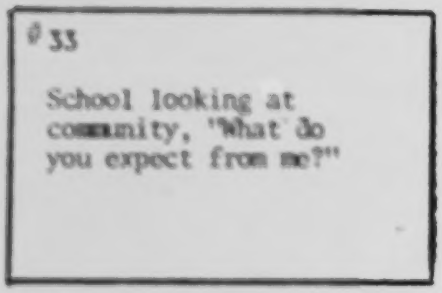
B. The student will be able to type...

00330

ANSWER "B" IS CORRECT, ACCORDING TO THE DEFINITION PRESENTED IN THIS PROGRAM. THE DESIRED OUTCOME OF BEING ABLE TO TYPE 50 WORDS PER MINUTE FROM UNFAMILIAR MATERIAL, IS AN OUTCOME THAT CAN THEN BE ANALYZED, AND TURNED INTO A SERIES OF ENABLING OBJECTIVES FOR STUDENT ACHIEVEMENT. ANSWER "A" TELLS WHAT THE SCHOOL WISHES TO PROVIDE, BUT NOT WHAT WILL BE ACCOMPLISHED BY THE STUDENT.

STATEMENTS LIKE "A" MIGHT BE CONSIDERED POLICY STATEMENTS FOR SCHOOL OPERATION, BUT NOT EDUCATIONAL GOALS. WHAT IS AN EDUCATIONAL GOAL? THROUGHOUT THIS PROGRAM, EDUCATIONAL GOAL WILL BE USED TO MEAN A DESIRED LEARNING OUTCOME.

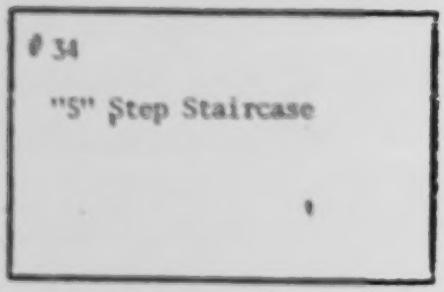
33



HOW THEN CAN YOU GO ABOUT FINDING OUT WHAT THE MOST DESIRED LEARNING OUTCOMES ARE IN YOUR COMMUNITY?

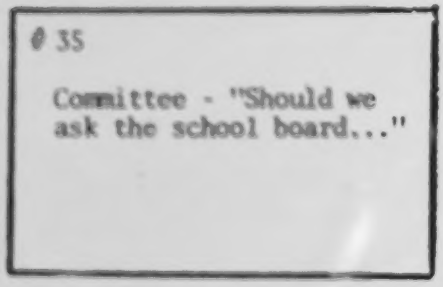
THERE ARE FIVE BASIC STEPS IN THE PROCESS. FIRST, WE WILL BRIEFLY LOOK AT EACH STEP.

34



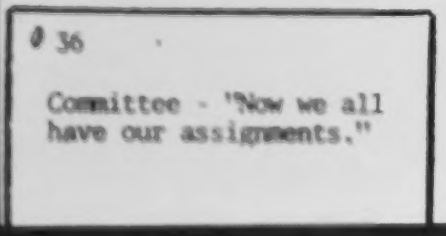
STEP ONE IS CALLED, "ORGANIZING FOR MANAGEMENT". HERE YOU WILL BEGIN TO ORGANIZE FOR THE WORK AHEAD. A COMMITTEE SHOULD BE FORMED OF PEOPLE WHO CAN APPLY THE "INFORMATION COLLECTING" PROCESS OF THIS FILMSTRIP TO THE LOCAL SITUATION. THIS COMMITTEE COULD BE APPOINTED BY THE LOCAL TRIBAL LEADERSHIP. AGENCY AND AREA OFFICES WILL BE AVAILABLE TO HELP.

35



STEP TWO IS CALLED "THE PLANNING PHASE". IN THIS STEP THE COMMITTEE WILL FORMULATE THE PLANS FOR CARRYING OUT THE COLLECTING OF INFORMATION. THEY WILL DECIDE ON SUCH THINGS AS "HOW IS THE BEST WAY TO COLLECT THE RIGHT KIND OF INFORMATION?" AND "WHO CAN WE EXPECT HELP FROM?"

36



STEP THREE IS CALLED "THE INFORMATION COLLECTING ACTIVITY." HERE THE CAREFULLY MADE PLANS OF STEP TWO ARE CARRIED OUT. DURING THIS STEP, PEOPLE IN THE COMMUNITY WILL BE CONTACTED IN SOME WAY FOR THEIR PERSONAL VIEWS ON EDUCATIONAL GOALS.

37

Committee - "Now we're ready for the responses to Number 3."

STEP FOUR IS CALLED "THE INFORMATION SORTING ACTIVITY." IN THIS STEP, THE INFORMATION, OR DATA, THAT WAS PROVIDED BY THE PEOPLE IN THE COMMUNITY WILL BE SORTED OUT AND ORGANIZED.

38

Committee - "These are in priority order according to community preference."

STEP FIVE IS THE FINAL PART OF THE PROCESS, IN WHICH A LIST OF THE MOST PREFERRED EDUCATIONAL GOALS OF THE COMMUNITY IS PUT TOGETHER FROM THE INFORMATION ORGANIZED IN STEP FOUR.

THIS LIST OF PREFERRED EDUCATIONAL GOALS HAS SEVERAL USES. THESE WILL BE DISCUSSED IN A FEW MOMENTS, AFTER WE TALK IN MORE DETAIL ABOUT THE OTHER FOUR STEPS.

39

Man in shorts "It's vital that we be well organized."

LET'S CONSIDER NOW STEP ONE, "ORGANIZING FOR MANAGEMENT", IN THE PROCESS OF ESTABLISHING YOUR COMMUNITIES' GOAL PREFERENCES.

40

Man in shorts, "Have I forgotten anything?"

HERE ARE A FEW OF THE CONCERNS YOU WILL NEED TO THINK ABOUT:

WHOSE JOB IS IT TO FORM THE COMMITTEE? THE TRIBAL CHAIRMAN'S? THE TRIBAL COUNCIL? WHOSE?

WHO SHOULD SERVE ON THE COMMITTEE? SCHOOL BOARD MEMBERS? PARENTS? AGENCY AND AREA STAFF? TRIBAL COUNCIL MEMBERS? A MIXTURE OF THESE?

WHAT KIND OF A TIME LINE FOR COMPLETION OF THE TASK WOULD BE REASONABLE? WHAT EXACTLY, IS THE RESPONSIBILITY AND AUTHORITY OF THE COMMITTEE?

THE EFFECTIVENESS OF YOUR COMMITTEE IS GOING TO DEPEND ON A NUMBER OF FACTORS.

#41

Person addressing committee, "I expect a lot."

1. RESPONSIBILITIES: THE APPOINTING AUTHORITY, THAT IS, THE PERSON, BOARD, OR COUNCIL WHO APPOINTS THE COMMITTEE SHOULD MAKE SURE THAT THE COMMITTEE IS COMPOSED OF PEOPLE WHO CAN GET THE JOB DONE. A MEMBER OF THE COMMITTEE WITH ORGANIZATION "KNOW-HOW" SHOULD BE APPOINTED CHAIRPERSON, AND THE COMMITTEE MUST HAVE THE FULL SUPPORT OF THE APPOINTING AUTHORITY.

#42

Overworked Committee

2. TASK: COMMITTEES ARE MOST EFFECTIVE WHEN THEIR PURPOSES ARE LIMITED. FOR EXAMPLE, ASKING AN EXISTING TRIBAL COMMITTEE THAT IS ALREADY OVER-WORKED, TO TAKE ON THE JOB OF DETERMINING THE COMMUNITIES EDUCATIONAL GOALS, WOULD NOT BE AN EFFICIENT WAY OF GETTING THE JOB DONE. THE SELECTED COMMITTEE SHOULD HAVE A CLEARLY DEFINED PURPOSE, BE PROVIDED THE NECESSARY RESOURCES, AND HAVE AN ADEQUATE AMOUNT OF TIME IN WHICH TO GATHER THE DATA--WHICH BRINGS US TO THE THIRD POINT, A TIME REFERENCE LINE.

#43

Committee with Time Line

3. TIME LINE: IN ORDER FOR A COMMITTEE TO PROPERLY PACE A PROJECT THERE MUST BE A TIME REFERENCE LINE. THIS IS USUALLY DEVELOPED THROUGH A REVERSE ORDER METHOD. FOR INSTANCE, IF THE TRIBAL COUNCIL REQUIRES THE COMMITTEE TO HAVE THE PROJECT COMPLETED BY JUNE FIRST--THEN THE COMMITTEE BEGINS WORKING BACKWARD ASSIGNING MAJOR TASK COMPLETION DATES. FOR EXAMPLE, THEY MIGHT DETERMINE THAT THE TENTATIVE LIST OF MOST PREFERRED EDUCATIONAL GOALS BE COMPLETE BY MAY 15, THAT STEP 4, THE INFORMATION SORTING ACTIVITY, BE COMPLETED BY MAY 1st, THAT ALL COMMUNITY INTERVIEWS BE COMPLETED BY APRIL 15 AND SO ON. THE TIME LINE SERVES BOTH AS A TOOL TO KEEP THE COMMITTEE ON TASK AND AS AN INDICATOR OF COMMITTEE PROGRESS.

#44

A. Desired...
B. Establishing...
C. Collecting...

0038

LOOK AT THE FOLLOWING KEY WORDS AND DECIDE WHICH SET BEST DESCRIBES A FUNCTION OF THE "ORGANIZING FOR MANAGEMENT" PHASE.

A. DESIRED LEARNING OUTCOMES
B. ESTABLISHING A TIME LINE
C. COLLECTING THE INFORMATION

BY THE NUMBER "2" ON YOUR RESPONSE SHEET, MARK THE CORRECT ANSWER.

# 45 B. Establishing a Time Line	ANSWER "B", ESTABLISHING A TIME LINE IS THE CORRECT ANSWER.
# 46 Step 2, The Planning Phase	STEP 2 IS THE "PLANNING PHASE". IT IS HERE THAT THE COMMITTEE GETS DOWN TO THE NITTY-GRITTY OF DESIGNING THE MOST APPROPRIATE MEANS OF DATA COLLECTION. THERE ARE TWO IMPORTANT ASPECTS OF THIS PHASE: (1) COMMUNITY CHARACTERISTICS AND (2) THE DATA COLLECTION INSTRUMENT.
# 47 Close up of Committee	THE COMMITTEE SHOULD NOW REVIEW THE CHARACTERISTICS OF THEIR COMMUNITY IN RELATION TO THE GATHERING OF DATA. COLLECTING INFORMATION FROM....
# 48 Man on street with tape recorder.	...PEOPLE WHO LIVE IN URBAN COMMUNITIES WILL BE HANDLED QUITE DIFFERENTLY THAN FROM....
# 49 Man in balloon with tape recorder.	...PEOPLE WHO LIVE IN MORE RURAL COMMUNITIES. AS A COMMITTEE YOU SHOULD ASK YOURSELF "WHAT WILL BE THE MOST EFFECTIVE WAY OF COLLECTING INFORMATION?" WHEN THIS IS AGREED UPON...

# 50 Close up of document "Goals Survey"	...YOU CAN THEN TURN YOUR ATTENTION TO THE INSTRUMENT ITSELF. YOU MUST NOW DECIDE UPON WHAT KIND OF INFORMATION YOU NEED. IT IS EASY TO COLLECT LOTS OF INTERESTING BUT USELESS DATA UNLESS YOU PLAN WELL AT THIS POINT.
# 51 Hold survey saying, "There, that's ready to go out."	KEEP IN MIND THAT THE FORMATION OF THE QUESTIONS TO BE ASKED WILL BE DIFFERENT WHEN YOU ARE SENDING THEM OUT IN THE MAIL THAN...
# 52 Person interviewing "What do you think of our school?"	...WHEN THEY ARE INTENDED FOR USE BY AN INTERVIEWER.
# 53 Person filling out questionnaire.	QUESTIONNIARES SENT OUT IN THE MAIL MUST BE VERY WELL ORGANIZED AND THE QUESTIONS PHRASED SO AS TO NOT BE MISINTERPRETED. THE INSTRUCTIONS FOR RETURNING THE QUESTIONNIARE SHOULD BE CLEARLY STATED AND IT IS ALWAYS BEST TO FURNISH A STAMPED, PRE-ADDRESSED ENVELOPE.
# 54 Interviewee spouting at great length.	MAILING OUT QUESTIONNAIRES AND PERSONAL ONE-TO-ONE INTERVIEWS ARE THE TWO MOST COMMON WAYS OF COLLECTING DATA--BUT THERE ARE OTHERS.

#56 PTA Meeting	FOR INSTANCE, YOU MIGHT PLAN TO CONDUCT SEVERAL SMALL-GROUP DISCUSSIONS. EACH SMALL GROUP WOULD COME FROM A DIFFERENT PART OF THE COMMUNITY, FOR INSTANCE, A SMALL GROUP OF PARENTS, ANOTHER OF SCHOOL ADMINISTRATORS, A GROUP OF TEACHERS, THE SCHOOL BOARD, AND PERHAPS, A GROUP OF OLDER STUDENTS.
#57 Several people talking to interviewer with tape recorder.	ANOTHER CONSIDERATION IS IN REGARDS TO WHO WILL RECEIVE QUESTIONNAIRES OR WHO WILL BE INTERVIEWED. UNLESS THE COMMUNITY IS SMALL, PEOPLE OR ADDRESSES ARE USUALLY SELECTED AT RANDOM IN ORDER TO GET A REPRESENTATIVE GROUP. SOME PEOPLE WHO SHOULD BE CONSIDERED WOULD BE...
#58 Parent saying, "I sure don't think we should..."	PARENTS AND OTHER COMMUNITY PEOPLE.
#59 Student saying, I need advanced math skills."	STUDENTS AND TRIBAL ELDERS ARE ALL GOOD SOURCES FOR INFORMATION AND SHOULD APPEAR IN THE REPRESENTATIVE GROUP.
#60 Close-up of "Goals Survey" document	IN ADDITION TO WELL STATED QUESTIONS, ANOTHER IMPORTANT CONSIDERATION IS THE RECORDING METHOD. WHETHER YOU MAIL OUT A SET OF QUESTIONS OR INTERVIEW PEOPLE DIRECTLY, IT IS BEST TO HAVE A WRITTEN SET OF QUESTIONS...

61

Goals Survey Document

...WITH A WAY OF ANSWERING BUILT IN WHICH MAKES IT EASY TO COUNT AND ORGANIZE THE ANSWERS.

62

Woman listening to tape, marking "Disagree" part of response scale.

A TAPE RECORDER CAN BE HELPFUL BUT YOU SHOULD KEEP IN MIND THAT IT'S TIME CONSUMING AND YOU'LL HAVE TO PLAN FOR A PERSON TO LISTEN TO THE TAPE LATER TO TABULATE THE RESPONSES ON PAPER.

63

"Indian language should be taught as part....

SA A U D SD

REGARDLESS OF THE APPROACH USED, THE TASK IS TO BE ABLE TO TRANSLATE PEOPLES EXPRESSIONS OF PREFERENCE INTO A FORM WHICH OTHERS CAN RESPOND TO DIRECTLY AND EASILY. FOR EXAMPLE, IN REFERENCE TO THE STATEMENT, "INDIAN LANGUAGES SHOULD BE TAUGHT AS PART OF THE REGULAR CURRICULUM. THE PERSON MAY RESPOND "STRONGLY AGREE, AGREE, UNDECIDED, DISAGREE OR STRONGLY DISAGREE". WHEN THE SURVEY IS COMPLETED IT IS A RELATIVELY EASY TASK TO IDENTIFY THE COMMUNITIES PREFERENCE.

64

A. Community...
B. Organizing...
C. School...
D. Developing...

TWO OF THE FOLLOWING KEY PHRASES TELL SOMETHING ABOUT THE PLANNING PHASE.

A. COMMUNITY CHARACTERISTICS
B. ORGANIZING A COMMITTEE
C. SCHOOL EVALUATION
D. DEVELOPING A QUESTIONNAIRE

BY NUMBER 3 ON YOUR RESPONSE SHEET, INDICATE THE CORRECT ANSWER.

65

Answer:

A. Community...

D. Developing...

THE CORRECT ANSWERS ARE "A" AND "D", COMMUNITY CHARACTERISTICS AND DEVELOPING A QUESTIONNAIRE.

#66

Step 3, Information Collecting

STEP 3, THE INFORMATION COLLECTION ACTIVITY IS WHERE YOU ORCHESTRATE THE PLANS MADE DURING STEP 2. THIS IS THE GOING-OUT-AND-GETTING-IT-DONE STEP.

#67

Close up of man on street with tape recorder.

IT IS HERE THAT THE ACTUAL INTERVIEWING AND OTHER FORMS OF INFORMATION COLLECTING TAKES PLACE.

#68

Stacks of lists

BY THE TIME YOU HAVE COMPLETED THIS STEP YOU SHOULD HAVE A STACK OF RETURNED QUESTIONNAIRES, WITH RESPONSES MARKED AS REQUESTED. YOU ARE NOW READY FOR STEP 4.

#69

Step 4, Information Sorting

STEP 4 IS THE "INFORMATION SORTING ACTIVITY". THE OBJECTIVE OF THIS STEP IS TO TABULATE OR COUNT THE RESPONSES GIVEN FOR EACH ITEM ON THE QUESTIONNAIRE.

#70

Strongly Agree	Agree	Disagree
24	22	6

IF YOUR QUESTIONNAIRE ASKED FOR RESPONSES SUCH AS "STRONGLY AGREE", "DISAGREE", ETC., FOR EACH QUESTION YOU WOULD PROBABLY TABULATE EACH ITEM IN THIS MANNER.

71

Item	SA	A	D	SD
1				-
2				
3				
4				

WHEN THIS HAS BEEN COMPLETED, YOU WILL BEGIN TO SEE WHICH GOALS THE PEOPLE PREFER MOST...BY LOOKING AT THE ITEMS WITH THE HIGHEST NUMBER OF MOST POSITIVE RESPONSES.

72

Item	SA	A	D	SD
22				- -
14				
2				
7				
16				

ONCE ALL THE RESPONSES HAVE BEEN COUNTED IN THIS WAY, THE NEXT STEP IS TO REARRANGE THE LIST OF GOALS IN THIS MANNER, WITH THE MOST PREFERRED GOAL HEADING THE LIST, AND THE LESS PREFERRED GOALS FOLLOWING IN ORDER.

AT THIS POINT, YOU HAVE A CLEAR STATEMENT OF EDUCATIONAL GOALS--A GOALS PREFERENCE LIST--IN THE ORDER OF THEIR IMPORTANCE TO THE COMMUNITY.

73

A man demanding to know "What happened to lion taming?"

HERE, OF COURSE, IT IS IMPORTANT TO REMEMBER, THAT A GOAL YOU PERSONALLY FAVOR MAY NOT BE OF GREAT IMPORTANCE TO THE MAJORITY OF THE COMMUNITY. THIS MAY BE UNSETTLING TO SOME PEOPLE, BUT A SUCCESSFUL SCHOOL PROGRAM NEEDS TO HAVE EDUCATIONAL GOALS WHICH CAN BE WHOLEHEARTEDLY SUPPORTED BY THE MAJORITY OF THE COMMUNITY.

74

Person compiling master list, saying, "This is a goal."

YOU HAVE NOW COMPLETED STEP 4.

HERE ARE A COUPLE OF QUESTIONS FOR YOU TO RESPOND TO ONE OF THE FOLLOWING PHRASES MOST ACCURATELY DESCRIBES STEP 3 OR THE INFORMATION COLLECTION ACTIVITY.

75

A. Deciding on questions...

B. Mailing out questionnaires...

BY NUMBER 4 ON YOUR RESPONSE SHEET PLEASE INDICATE THE CORRECT ANSWER.

A. DECIDING ON QUESTIONS TO INCLUDE IN THE QUESTIONNAIRE

B. MAILING OUT QUESTIONNAIRES AND INTERVIEWING PEOPLE

# 76 Answer: B. Mailing out...	THE ANSWER IS "B", MAILING OUT QUESTIONNAIRES AND INTERVIEWING PEOPLE IS AN ACTIVITY OF STEP 3.
# 77 A. Totaling... B. Discarding... C. Determining...	ONE OF THE FOLLOWING PHRASES MOST ACCURATELY DESCRIBES STEP 4, THE "INFORMATION SORTING ACTIVITY". A. TOTALING UP QUESTIONNAIRE RESPONSES B. DISCARDING INAPPROPRIATE QUESTIONS C. DETERMINING COMMUNITY CHARACTERISTICS BY NUMBER 5 ON YOUR RESPONSE SHEET, PLEASE INDICATE THE CORRECT ANSWER.
# 78 Answer: A. Totaling...	IF YOU MARKED "A" YOU ARE CORRECT. TOTALING UP QUESTIONNAIRE RESPONSES IS A TASK OF STEP 4.
# 79 Step 5, Preferred Goals	STEP 5, THE LIST OF PREFERRED EDUCATIONAL GOALS, IS THE END PRODUCT OF THE WORK DONE IN STEP 4. NOW THAT YOU HAVE THE GOALS, WHAT DO YOU DO NEXT?
# 80 Girl typing another xeroxing.	THE DOCUMENT HAS NO VALUE SETTING ON A SHELF IN SOMEONES OFFICE. IF THE GOALS ARE GOING TO SERVE AS GUIDES FOR A NEEDS ASSESSMENT THEN THEY MUST BE

# 81 Principal handing out document	MADE AVAILABLE TO THE SCHOOL STAFF AS WELL AS TRIBAL LEADERS, SCHOOL BOARD MEMBERS AND OTHERS IN DECISION-MAKING CAPACITIES.
# 82 Professional coordinator at table with committee	AMONG OTHER THINGS, THIS SHOULD MEAN THAT THE SCHOOL PEOPLE RESPONSIBLE FOR SUPERVISING THE INSTRUCTION FOR STUDENTS, GET TOGETHER AND PLAN WAYS TO MAKE THE INSTRUCTION ACCOMMODATE THE EDUCATIONAL GOALS. A TEAM SHOULD BE SELECTED AND CONVENED AS SOON AS POSSIBLE BY THE SPECIALIST WHO IS ASKED TO COORDINATE THE ACTIVITY. THIS TEAM MAY INCLUDE SOMEONE FROM THE SCHOOL AS WELL AS SOMEONE FROM THE COMMUNITY ALONG WITH OTHERS FROM OUTSIDE THE COMMUNITY.
# 83 Team member saying. "I suggest we all use a likert scale."	THE EXAMINATION OF THE SCHOOL MAY REQUIRE THE DEVELOPMENT OR ADAPTATION OF SEVERAL INSTRUMENTS SO THAT INFORMATION CAN BE RECORDED AND SUMMARIZED. THIS ACTIVITY WILL FOLLOW COMPLETION OF THE GOALS PREFERENCE AS THE "PREFERRED GOALS" WILL BE THE BASES FOR THE EVALUATION OF THE SCHOOL TO DETERMINE EDUCATIONAL NEEDS.
# 84 School Administrator and Evaluator	WHILE IT IS POSSIBLE TO IDENTIFY A LARGE NUMBER OF EVALUATIVE AREAS, IT IS USUALLY A GOOD IDEA TO LIMIT THE EVALUATION TO PERHAPS THESE AREAS. THIS MAKES THE TASK MORE MANAGEABLE. YOU MIGHT CONSIDER EVALUATING THE SCHOOL ADMINISTRATION...AS WELL AS THE SCHOOL CURRICULUM, ESPECIALLY LANGUAGE ARTS AND MATHEMATICS. ANOTHER AREA WOULD BE...
# 85 "Evaluator" in dormitory	...THE OUT-OF-CLASS ACTIVITIES WHICH ARE PROVIDED AS A PART OF THE TOTAL PROGRAM. THE EVALUATIO ACTIVITIES THEMSELVES CAN BE ACCOMPLISHED IN A NUMBER OF WAYS AND MAY INVOLVE A NUMBER OF PEOPLE FROM DIFFERENT AGENCIES WORKING TOGETHER.

#86 "Professional" type preparing a PERT chart.	EVALUATING IS A TECHNICAL JOB SO YOU WILL WANT TO GET TECHNICAL ASSISTANCE IN THE DESIGN AND IMPLEMENTATION OF THE STUDY. SUCH ASSISTANCE MAY BE AVAILABLE FROM A NUMBER OF SOURCES, INCLUDING AMONG OTHERS; THE SCHOOL STAFF, THE AGENCY, AREA, OR CENTRAL OFFICES OF THE BIA, UNIVERSITIES OR COLLEGES, AND THE STATE DEPARTMENT OF EDUCATION.
#87 Parents to daughter, "We're really proud of you."	IT IS IMPORTANT TO REMEMBER THROUGHOUT THE GOALS PREFERENCE PROCESS THAT THE GOALS SHOULD BE THOSE THAT THE SCHOOL CAN REALISTICALLY BE EXPECTED TO PROMOTE.
#88 Coordinator meeting with community people.	A WRITTEN REPORT IS THE PROPER RESULT OF THE EFFORTS OF THE EVALUATION TEAM. THIS REPORT MUST SET FORTH THE CRITERIA THAT WERE USED BY THE TEAM IN EVALUATING SPECIFIC ELEMENTS OF THE SCHOOL; IT SHOULD INDICATE THE WAYS IN WHICH TEAM MEMBERS WENT ABOUT THEIR TASKS OF GATHERING INFORMATION; AND IT SHOULD PROVIDE CONCLUSIONS THAT RELATE DIRECTLY TO THE COMMUNITY GOALS AS WELL AS RECOMMENDATIONS CONCERNING HOW TO COME CLOSER TO MEETING THOSE GOALS. THAT IS, IT SHOULD SPELL OUT THE EDUCATIONAL NEEDS THAT HAVE BEEN FOUND, AND RECOMMEND APPROACHES TO PROGRAM PLANNING OR REVISION TOWARD BEST MEETING THOSE NEEDS.
#89 "Goals" umbrella being held up by people.	WE HAVE PRESENTED INFORMATION RELATED TO CONDUCTING A NEEDS ASSESSMENT, INCLUDING PROCEDURES FOR DETERMINING WHAT EDUCATIONAL GOALS ARE PREFERRED BY THE PEOPLE IN YOUR COMMUNITY, AND A SET OF GENERAL GUIDELINES FOR LOOKING AT THE PRESENT OPERATION OF YOUR SCHOOL TO REVEAL EDUCATIONAL NEEDS.
#90 Target labeled, "Management Options"	THESE TASKS, WHEN COMPLETED, SHOULD PROVIDE DEPENDABLE INFORMATION TO HELP YOUR COMMUNITY CHOOSE THE MANAGEMENT SYSTEM BEST ABLE TO PROVIDE THE KIND OF PROGRAM TO MEET THOSE NEEDS.

#91 Department of Interior Symbol	MUSIC - FADE IN
#92 THE END	MUSIC - FADE OUT

MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 3
THE FEDERAL SCHOOL: A MANAGEMENT OPTION

RESEARCH AND EVALUATION REPORT SERIES NO. 32.03

INDIAN EDUCATION RESOURCES CENTER
BUREAU OF INDIAN AFFAIRS
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# 1 Department of Interior Symbol	MUSIC - FADE IN BEST COPY AVAILABLE MUSIC - FADE OUT
# 2 Management Decisions in Indian Education	THIS IS THE THIRD PROGRAM IN THE SERIES, "MANAGEMENT DECISIONS IN INDIAN EDUCATION".
# 3 The Federal School: A Management Option	THIS PROGRAM IN THE SERIES IS CALLED "THE FEDERAL SCHOOL: A MANAGEMENT OPTION". THE INFORMATION PRESENTED HERE HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS.
# 4 Secretary Commissioner Director of Education Programs	MUSIC - FADE IN
# 5a Credits Frame	MUSIC - CONTINUED

# 5b Credits Frame	MUSIC - FADE OUT
#6 Federal School Symbol	SOME COMMUNITIES MAY WISH TO CONSIDER CONTINUING THE FEDERAL SCHOOL THEIR CHILDREN ARE NOW ATTENDING. IMPORTANT DECISIONS REQUIRE ACCURATE, UP-TO-DATE INFORMATION, AND THIS PROGRAM IN THE SERIES WILL ANSWER A NUMBER OF QUESTIONS ABOUT THE FEDERALLY OPERATED SCHOOL HAVING TO DO WITH SUCH THINGS AS FUNDING, LEGAL AUTHORITY, ADMINISTRATION, AND OTHERS.
#7 School	IN ORDER TO CONSIDER FEDERAL OPERATION OF THEIR SCHOOLS, INDIAN PEOPLE SHOULD KNOW SOMETHING ABOUT LAWS AUTHORIZING IT. WHAT IS THE LEGAL AUTHORITY THAT SAYS THE FEDERAL GOVERNMENT CAN OPERATE SCHOOLS FOR INDIAN PEOPLE?
#8 Treaty	FROM THE TIME THE UNITED STATES FIRST BECAME A COUNTRY THE FEDERAL GOVERNMENT HAS RECOGNIZED ITS COMMITMENTS TO INDIAN PEOPLE THROUGH STATUTES OR LAWS.
#9 Act of 1921	IN THE FIELD OF EDUCATION MANY LAWS HAVE BEEN PASSED BY CONGRESS AUTHORIZING FEDERAL SCHOOLS FOR INDIANS. SOME OF THESE LAWS GO BACK MORE THAN 100 YEARS. AND TODAY THERE ARE LAWS BEING PROPOSED IN CONGRESS WHICH FURTHER EMPHASIZE EDUCATION PROGRAMS FOR INDIAN CHILDREN.

#10

"Who may attend Federal Schools?"

THE CODE OF FEDERAL REGULATIONS OF 1973 CLEARLY DEFINES ELIGIBILITY FOR ENROLLMENT IN FEDERAL SCHOOLS. AUTHORITY FOR THIS REGULATION BEGAN WITH AN ACT OF CONGRESS IN 1920. PART 31 OF THAT ACT SAYS THAT CHILDREN MAY ATTEND FEDERAL SCHOOLS (BIA SCHOOLS) IF THEY ARE:

A. ONE-FOURTH OR MORE DEGREE OF INDIAN BLOOD
B. AND IF THEY RESIDE WITHIN THE BOUNDARIES OF INDIAN RESERVATIONS OR ON TRUST OR RESTRICTED LANDS WHICH ARE UNDER THE JURISDICTION OF THE BUREAU OF INDIAN AFFAIRS.

UNDER CERTAIN CONDITIONS NON-INDIAN CHILDREN MAY ALSO ATTEND A FEDERAL SCHOOL.

NEW FEDERAL LAWS CAN BE BROUGHT ABOUT, OF COURSE. NEW LAWS MAY BE INTRODUCED IN THE UNITED STATES CONGRESS BY EITHER THE LEGISLATIVE OR THE EXECUTIVE BRANCH OF THE GOVERNMENT.

SPECIAL COMMITTEES OF CONGRESS HOLD PUBLIC HEARINGS IN WHICH PEOPLE WHO ARE CONCERNED WITH THE PROPOSED NEW LAWS PROVIDE THE CONGRESSMEN INFORMATION. THIS INFORMATION IS USED TO REVIEW AND CHANGE THE PROPOSED LAWS.

#11

President Signing Bill

IF A SPECIAL COMMITTEE RECOMMENDS THAT THE NEW LAW BE CONSIDERED, BOTH THE SENATE AND THE HOUSE OF REPRESENTATIVES ARE ASKED TO VOTE ON IT. IF A MAJORITY OF MEMBERS OF BOTH THE SENATE AND THE HOUSE OF REPRESENTATIVES VOTE FOR THE NEW LAW, THE PRESIDENT MUST SIGN IT BEFORE IT CAN BECOME A LAW. FUNDS TO SUPPORT THE NEW LAW MUST BE PROVIDED IN A SEPARATE APPROPRIATION BILL.

#12

Laws establishing Federal Schools

ON YOUR RESPONSE SHEET BY THE NUMBER ONE, PLEASE CIRCLE THE LETTER THAT BEST COMPLETES THE FOLLOWING STATEMENT: "LAWS ESTABLISHING FEDERAL SCHOOLS FOR INDIAN CHILDREN HAVE BEEN PASSED BY...."

A. STATE LEGISLATURES
B. UNITED STATES CONGRESS
C. TRIBAL COUNCILS

#13

The U. S. Congress

IF YOU RESPONDED BY MARKING "B" FOR UNITED STATES CONGRESS, YOU ARE RIGHT. THERE IS ONLY ONE FEDERAL SCHOOL SYSTEM WHICH HAS BEEN ESTABLISHED THROUGH LAW BY CONGRESS. THAT SYSTEM IS THE ONE PROVIDED FOR INDIANS AND ADMINISTERED BY THE BUREAU OF INDIAN AFFAIRS. THE UNITED STATES CONSTITUTION DOES NOT SAY ANYTHING ABOUT PROVIDING EDUCATION TO AMERICANS IN GENERAL, SO PUBLIC SCHOOLS ARE THE RESPONSIBILITY OF THE STATE GOVERNMENTS.

# 14 "To attend Federal BIA Schools...."	ON YOUR RESPONSE SHEET BY THE NUMBER TWO, PLEASE CIRCLE THE LETTER WHICH BEST COMPLETES THIS STATEMENT, "TO ATTEND FEDERAL BIA SCHOOLS, CHILDREN MUST...." A. BE ONE-FOURTH OR MORE DEGREE INDIAN BLOOD B. BE ONE-FOURTH DEGREE OR MORE OF INDIAN BLOOD AND LIVE WITHIN INDIAN RESERVATION BOUNDARIES... OR ON TRUST OR RESTRICTED LANDS HELD BY THE BUREAU OF INDIAN AFFAIRS.
# 15 "B" is the correct answer..."	"B" IS THE MOST CORRECT ANSWER. CHILDREN MUST MEET BOTH REQUIREMENTS IN ORDER TO ATTEND FEDERAL SCHOOLS, EXCEPT IN THOSE FEW CASES WHEN CERTAIN CONDITIONS ALLOW NON-INDIANS ALSO TO ATTEND A FEDERAL SCHOOL.
# 16 Dollars with wings	LET'S LOOK NOW AT INFORMATION CONCERNING MONEY FOR FEDERAL SCHOOLS. WHERE DO THE FUNDS COME FROM TO OPERATE FEDERAL SCHOOLS?
# 17 U. S. Capitol	THE UNITED STATES GOVERNMENT IS SUPPORTED PRINCIPALLY BY ITS CITIZENS IN THE FORM OF TAXES. IN RETURN, THE GOVERNMENT PROVIDES A GREAT VARIETY OF SERVICES TO ALL CITIZENS.
# 18 White House	TO PROVIDE THESE SERVICES, THE EXECUTIVE BRANCH OF GOVERNMENT, UNDER THE PRESIDENT, HAS A NUMBER OF LARGE DEPARTMENTS. THE DEPARTMENT WHICH PROVIDES MOST SERVICES FOR AMERICAN INDIAN PEOPLE IS THE DEPARTMENT OF THE INTERIOR.

THE BUREAU OF INDIAN AFFAIRS IS ONE OF THE MANY BUREAUS WITHIN THE DEPARTMENT OF INTERIOR WHICH RECEIVES MONEY EACH YEAR WHEN CONGRESS DECIDES HOW ALL THE FEDERAL MONEY FROM TAXES AND OTHER SOURCES WILL BE DIVIDED.

HOW DOES THE FEDERAL SCHOOL YOUR CHILDREN ATTEND GET ITS SHARE OF THE FUNDS?

#19

School Principal

EACH YEAR, THE SUPERINTENDENT OR THE PRINCIPAL AT A FEDERAL SCHOOL PLANS A BUDGET OF MONEY NEEDED FOR THE FOLLOWING YEAR OF SCHOOL OPERATION.

#20

School and Area Office

HE TURNS THE BUDGET REQUEST IN TO THE BIA AGENCY OFFICE. THE AGENCY OFFICE TAKES ALL THE BUDGET REQUESTS FROM THE SCHOOLS WITHIN THE AGENCY AND SUBMITS AN AGENCY-WIDE BUDGET PLAN TO THE BIA AREA OFFICE.

#21

Area Office and BIA

THE AREA OFFICE USES ALL THE AGENCY BUDGETS IT RECEIVES TO PREPARE AN AREA-WIDE BUDGET REQUEST. IT IS REQUIRED THAT TRIBAL PRIORITIES MUST BE REFLECTED IN EACH OF THESE BUDGETS. THESE BUDGET REQUESTS COME FROM ALL THE AREA OFFICES IN THE BUREAU INTO THE BIA CENTRAL OFFICE OF EDUCATION PROGRAMS.

#22

BIA and Interior

THE BUDGET REQUESTS FOR OPERATING ALL THE SCHOOLS BECOME PART OF THE OVERALL BUDGET PROPOSAL FROM THE BUREAU OF INDIAN AFFAIRS. WHEN BUDGET HEARINGS ARE CONDUCTED IN THE UNITED STATES HOUSE OF REPRESENTATIVES PEOPLE FROM THE OFFICE OF INDIAN EDUCATION PROGRAMS, AND FROM THE OTHER OFFICES AT THIS LEVEL IN THE BUREAU OF INDIAN AFFAIRS, WORK ALONG WITH THE COMMISSIONER TO PRESENT AND DEFEND ALL THE BUDGET REQUESTS. CONGRESS HEARS THESE REQUESTS AND THE

REASONS FOR THEM. THIS INFORMATION IS USED TO HELP CONGRESS DECIDE HOW FEDERAL MONIES SHOULD BE ALLOTTED AND WHAT PART OF IT SHOULD BE ALLOTTED TO THE BUREAU OF INDIAN AFFAIRS. BECAUSE THERE ARE MANY REQUESTS FOR MONEY, CONGRESS DOESN'T ALWAYS HAVE EXACTLY THE AMOUNT THE VARIOUS BUREAUS AND OFFICES ASK FOR.

23

Students and money

THE FEDERAL GOVERNMENT PROVIDES SUBSTANTIAL FINANCIAL SUPPORT FOR EDUCATING INDIAN CHILDREN IN FEDERAL SCHOOLS. FOR EXAMPLE, IN 1972 THE BUREAU OF INDIAN AFFAIRS SPENT ALMOST $3,000 PER PUPIL FOR ITS 52,000 STUDENTS (36,000 BOARDING STUDENTS AND 16,000 DAY STUDENTS). MUCH OF THIS MONEY PROVIDES FOR SPECIAL SERVICES, LIKE BOARDING CARE. IT IS DIFFICULT TO MAKE COMPARISONS, BUT...THIS IS CONSIDERABLE MORE THAN WAS SPENT FOR ALL THE PUBLIC SCHOOL STUDENTS IN THE COUNTRY. THE AVERAGE PER PUPIL EXPENDITURE IN 1972 IN PUBLIC SCHOOLS WAS $858.50.

THE BUDGET MONEY REQUESTED BY, AND FINALLY ALLOTTED TO A PARTICULAR SCHOOL'S EDUCATION PROGRAM DEPENDS ON MANY THINGS INCLUDING THE SIZE OF THE SCHOOL, THE ENROLLMENT, THE KINDS OF SPECIAL PROGRAMS NEEDED, AND SO FORTH. MOST DAY SCHOOLS OPERATE ON BETWEEN $1000 - $2000 PER PUPIL.

24

"Have you got any loose change?"

MONEY FOR SPECIAL NEEDS OR EMERGENCIES MAY BE REQUESTED BY THE AREA OFFICE DIRECTORS. WHEN EXTRA FUNDS ARE AVAILABLE TO BE DISBURSED TO LOCAL EDUCATION PROGRAMS, THEY ARE DISTRIBUTED ON THE BASIS OF NEEDS PREVIOUSLY EXPRESSED.

25

Title Monies

THE REGULAR BUDGET FOR A FEDERAL SCHOOL COMES FROM THE TOTAL BUDGET TO OPERATE THE GOVERNMENT. THERE IS OTHER FEDERAL MONEY AVAILABLE TO A LOCAL SCHOOL, TOO. THIS MONEY COMES THROUGH THE U.S. OFFICE OF EDUCATION WHICH IS PART OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. CONGRESS ALLOTTED THESE SPECIAL FUNDS TO THE U. S. OFFICE OF EDUCATION FOR COMPENSATORY EDUCATION PROGRAMS LIKE TITLE I AND TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT.

26

"Which large division..."

HERE ARE SEVERAL QUESTIONS TO REVIEW SOME OF THE INFORMATION JUST PRESENTED. BY NUMBER THREE ON YOUR RESPONSE SHEET MARK THE APPROPRIATE LETTER TO ANSWER THIS QUESTION.

WHICH LARGE DIVISION OF THE FEDERAL GOVERNMENT PROVIDES SERVICES LIKE FEDERAL SCHOOLS FOR INDIAN CHILDREN?

A. CONGRESS, THE LEGISLATIVE BRANCH

B. DEPARTMENTS UNDER THE EXECUTIVE BRANCH

C. THE COURT SYSTEM, OR JUDICIAL BRANCH OF GOVERNMENT.

27

"Departments under the Executive Branch"

PROVIDING SERVICES TO THE AMERICAN PEOPLE, INCLUDING FEDERAL SCHOOLS FOR INDIAN CHILDREN, IS THE JOB OF THE DEPARTMENTS IN THE EXECUTIVE BRANCH OF GOVERNMENT, ANSWER "B". THE BUREAU OF INDIAN AFFAIRS IS ONE OF MANY BUREAUS IN THE DEPARTMENT OF INTERIOR.

28

"Which of the following..."

BY NUMBER FOUR ON YOUR RESPONSE SHEET, MARK THE APPROPRIATE LETTER TO ANSWER THIS QUESTION:

WHAT GROUP FIRST DIVIDES AND ALLOTS THE FEDERAL MONEY FOR BIA EDUCATION PROGRAMS?

A. CONGRESS
B. DEPARTMENT OF THE INTERIOR
C. BIA AREA OFFICE

29

The U. S. Congress

THE UNITED STATES CONGRESS HAS THE JOB OF DECIDING WHO WILL GET WHAT SHARE OF THE FEDERAL MONEY. "A", FOR CONGRESS, IS THE CORRECT ANSWER. THE DEPARTMENT OF THE INTERIOR HAS AN IMPORTANT JOB IN SEEING THAT BUDGET REQUESTS ARE MADE AND PRESENTED TO CONGRESS. BIA AREA OFFICES HELP IN THIS JOB BY GATHERING AND PREPARING SCHOOL BUDGET REQUESTS FROM ALL THE FEDERAL SCHOOLS AND AGENCIES WITHIN EACH AREA.

30

"The average amount of money..."

BY NUMBER FIVE ON YOUR RESPONSE SHEET, MARK THE LETTER WHICH STANDS FOR THE ANSWER TO THIS LAST QUESTION ABOUT FUNDING.

THE AVERAGE AMOUNT OF MONEY SPENT FOR THE EDUCATION OF EACH BIA SCHOOL STUDENT IN 1972 WAS:

A. ABOUT THE SAME AMOUNT AS FOR PUBLIC SCHOOL STUDENTS.
B. MUCH LOWER THAN THE AVERAGE AMOUNT SPENT FOR EACH PUBLIC SCHOOL STUDENT.
C. MUCH HIGHER THAN THE AVERAGE AMOUNT SPENT FOR EACH PUBLIC SCHOOL STUDENT.

31

"Much higher than the average..."

THE BUREAU OF INDIAN AFFAIRS EXPENDITURE OF NEARLY $3000 PER PUPIL IS ALMOST FOUR TIMES GREATER THAN THE AVERAGE AMOUNT SPENT FOR PUBLIC SCHOOL STUDENTS OF ABOUT $860 PER PUPIL. "C", FOR MUCH HIGHER, IS CORRECT.

THE LAWS ESTABLISHING FEDERAL SCHOOLS AND THE PROVISION FOR FEDERAL MONEY TO SUPPORT THESE SCHOOLS ARE THE TWO MAJOR KINDS OF INFORMATION THAT HAVE BEEN PRESENTED SO FAR.

IN ORDER TO SPEND THE MONEY TO PUT THE LAWS INTO ACTION THE WAY THEY WERE INTENDED, SOME OVERALL GUIDELINES HAVE TO BE ESTABLISHED AND FOLLOWED. GUIDELINES LIKE THIS ARE USUALLY CALLED "POLICY."

WHO HAS THE RESPONSIBILITY AND AUTHORITY FOR DECIDING OVERALL GOALS AND POLICIES FOR FEDERAL SCHOOLS?

32

Commissioner of Indian Affairs

THE LEGAL RESPONSIBILITY FOR POLICY DETERMINATION FOR FEDERAL SCHOOLS HAS BEEN ASSIGNED TO THE COMMISSIONER OF INDIAN AFFAIRS ALONG WITH MANY OTHER RESPONSIBILITIES.

33

Commissioner in meeting

THE COMMISSIONER CARRIES OUT THIS RESPONSIBILITY WITH THE ASSISTANCE OF HIS OFFICE OF INDIAN EDUCATION PROGRAMS STAFF AND THE ADVICE OF NATIONAL INDIAN GROUPS WHICH HE CONSULTS PERIODICALLY.

THE COMMISSIONER TRANSMITS POLICY DECISIONS TO BUREAU PERSONNEL THROUGH DIRECTIVES OR WRITTEN FORMAL PAPERS FROM TIME TO TIME.

34

BIA Manual

BASIC BIA POLICY IS WRITTEN DOWN AND PUBLISHED IN A DOCUMENT CALLED THE BUREAU OF INDIAN AFFAIRS MANUAL, A DOCUMENT WHICH ALL BIA ADMINISTRATIVE PEOPLE HAVE, INCLUDING THE ADMINISTRATORS OF THE SCHOOLS.

BUT POLICY CHANGES THROUGHOUT THE YEARS, SO ADDITIONS AND CORRECTIONS TO THE WRITTEN BIA POLICY ARE PASSED ON BY THE COMMISSIONER'S STAFF TO THE AREA DIRECTORS. AREA DIRECTORS IN TURN PASS THE CHANGES ALONG TO AGENCY SUPERINTENDENTS AND SCHOOL PRINCIPALS, USUALLY IN WRITTEN FORM.

ONE OF THE IMPORTANT CHANGES IN POLICY IN RECENT YEARS THAT IS WRITTEN IN THE CURRENT BIA MANUAL SAYS:

"IT IS THE INTENT OF THE BUREAU TO RE-ESTABLISH COMMUNITY CONTROL OF THE EDUCATIONAL PROCESS AMONG INDIAN TRIBES AND GROUPS."

35

"Could you give us a hand?"

AMONG OTHER THINGS, THIS POLICY MEANS THAT NO LONGER DOES A RESTRICTIVE LIST OF SPECIFIC EDUCATIONAL GOALS COME FROM THE COMMISSIONER AND THE CENTRAL OFFICE OF EDUCATION PROGRAMS DOWN TO THE LOCAL SCHOOL. CENTRAL OFFICE EDUCATION SPECIALISTS NOW ACT AS RESOURCE PEOPLE WHEN CALLED ON BY AREA DIRECTORS.

THIS POLICY OF COMMUNITY CONTROL ALSO MEANS THAT LOCAL INDIAN COMMUNITIES SHOULD WORK WITH THE SCHOOL TO DETERMINE THE IMPORTANT EDUCATIONAL GOALS THEY WISH THEIR CHILDREN TO ACHIEVE. THIS POLICY MEANS THAT GENERAL POLICY NO LONGER COMES ONLY FROM THE COMMISSIONER'S OFFICE DOWN THE LINE--BUT ALSO FROM THE LOCAL INDIAN COMMUNITY INTO THE LOCAL SCHOOL.

36

"Can we help you with your planning?"

LOCAL INDIAN SCHOOL BOARDS ARE TAKING A GREATER ROLE IN DETERMINING POLICY FOR FEDERAL SCHOOLS. ALTHOUGH THE RESPONSIBILITY FOR ADMINISTERING THE SCHOOLS RESTS WITH BIA PERSONNEL THE ALL-INDIAN LOCAL BOARDS ARE LEARNING TO PARTICIPATE MORE AND MORE IN SCHOOL MATTERS.

TODAY EVERY BUREAU SCHOOL IS ADVISED BY AN INDIAN-CONTROLLED BOARD.

37

People voting

THESE INDIAN ADVISORY BOARDS IN THE LOCAL COMMUNITIES ARE ESTABILISED IN DIFFERENT WAYS. SOME ARE APPOINTED BY TRIBAL COUNCILS. SOME ADVISORY BOARDS ARE MADE UP OF PEOPLE WHO ARE ELECTED BY THE COMMUNITY. SOME ARE APPOINTED BY LOCAL SCHOOL ADMINISTRATORS.

TO MAKE THE POLICY OF INDIAN COMMUNITY CONTROL OF EDUCATION WORK WELL FOR THE STUDENTS, A GOOD ITEM FOR SERIOUS STUDY IN THE COMMUNITY WOULD BE THE VARIOUS WAYS IN WHICH BOARDS ARE CHOSEN AND THE DIFFERENT WAYS THEY CARRY OUT THEIR RESPONSIBILITIES IN DIFFERENT COMMUNITIES ACROSS THE COUNTRY.

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38

"What groups directly assist..."

BY NUMBER SIX ON YOUR RESPONSE SHEET, MARK THE LETTER THAT CORRECTLY ANSWERS THE FOLLOWING QUESTION:

WHAT GROUPS DIRECTLY ASSIST THE COMMISSIONER OF INDIAN AFFAIRS IN DETERMINING EDUCATIONAL POLICY AND POLICY CHANGES?

A. FEDERAL SCHOOL PRINCIPALS AND LOCAL INDIAN ADVISORY BOARDS.
B. NATIONAL INDIAN ADIVSORY GROUPS AND THE CENTRAL OFFICE EDUCATION PROGRAMS.
C. BIA AGENCY SUPERINTENDENTS AND AREA DIRECTORS.

39

"National Indian Advisory Group..."

"B" FOR NATIONAL INDIAN ADVISORY GROUPS AND THE CENTRAL OFFICE OF EDUCATION PROGRAMS IS THE MOST CORRECT ANSWER. THE PRINCIPAL OF A FEDERAL SCHOOL WORKS ON EDUCATIONAL GOALS WITH THE LOCAL INDIAN ADVISORY BOARD, AND MAY ALSO CALL ON THE AGENCY SUPERINTENDENT AND THE AREA DIRECTOR FOR POLICY DETERMINATION ASSISTANCE FOR THE LOCAL SCHOOL.

# 40 "How are local Indian Advisory Boards..."	BY NUMBER SEVEN ON YOUR RESPONSE SHEET, MARK THE LETTER FOR THE ANSWER TO THIS QUESTION: HOW ARE LOCAL INDIAN ADVISORY BOARDS CHOSEN? A. BY COMMUNITY ELECTIONS B. BY TRIBAL COUNCIL APPOINTMENT C. BY BOTH ELECTION AND APPOINTMENT
# 41 "By both election and appointment"	ANSWER "C" IS CORRECT FOR NOW. THIS TOO, COULD BE AN AREA FOR STUDY BY LOCAL INDIAN COMMUNITIES.
# 42 Education Programs Administrator	ONE PART OF THE JOB OF OPERATING A FEDERAL SCHOOL IS MAKING DAY-TO-DAY DECISIONS ABOUT MANY PARTS OF THE SCHOOL OPERATION. THE JOB OF MAKING THESE DECISIONS IS CALLED ADMINISTRATION. THE MAN IN THE FEDERAL SCHOOL SYSTEM WHO MAKES THESE DECISIONS IS EITHER THE EDUCATION PROGRAMS ADMINISTRATOR, THE SCHOOL SUPERINTENDENT OR THE SCHOOL PRINCIPAL.
# 43 EPA reviewing BIA Manual	AN ADMINISTRATOR AT A FEDERAL SCHOOL IS NOT REALLY FREE TO MAKE ANY KIND OF DECISIONS HE WISHES TO MAKE. THE DECISIONS HE MAKES MUST CARRY OUT THE POLICIES OF THE BUREAU OF INDIAN AFFAIRS, AS ESTABLISHED BY THE COMMISSIONER OF INDIAN AFFAIRS, AND IN KEEPING WITH THE WISHES OF INDIAN PEOPLE AS FAR AS POSSIBLE.
# 44 Assistant Area Director (Education) on telephone with EPA.	THE COMMISSIONER IS THE CHIEF ADMINISTRATOR FOR ALL PROGRAMS FOR INDIANS, INCLUDING FEDERAL SCHOOLS. WITH AT LEAST 200 FEDERAL SCHOOLS THROUGHOUT THE COUNTRY, AND WITH MANY OTHER OPERATIONS TO ADMINISTER, THE COMMISSIONER MUST DEPEND ON OTHERS IN THE BUREAU TO HELP WITH ADMINISTRATION OF THE SCHOOLS.

# 45 Questions	FIRST, HE DEPENDS ON STAFF MEMBERS IN THE CENTRAL OFFICE OF INDIAN EDUCATION PROGRAMS TO COMMUNICATE CLEARLY HIS DECISIONS TO THE PEOPLE MORE DIRECTLY CONCERNED WITH INDIVIDUAL SCHOOLS, THE BIA AREA DIRECTORS. MUCH LIKE THE COMMISSIONER'S JOB, THE AREA DIRECTOR'S JOB INCLUDES MAKING DECISIONS REGARDING FEDERAL SCHOOLS, BUT ALSO ALL THE OTHER PROGRAMS FOR INDIANS WHICH ARE GOING ON IN A PARTICULAR AREA.
BEST COPY AVAILABLE	A BIA AREA DIRECTOR IS THE ADMINISTRATIVE AUTHORITY, THE CHIEF DECISION-MAKER FOR A NUMBER OF AGENCIES AND FEDERAL SCHOOLS WITHIN THE AGENCIES. BUT WITH MORE THAN JUST THE SCHOOLS TO LOOK AFTER, AN AREA DIRECTOR IS NOT IN A CONVENIENT POSITION TO DEAL WITH THE DAY-TO-DAY PROBLEMS REQUIRING DECISIONS IN A PARTICULAR SCHOOL. FOR EXAMPLE, AN AREA DIRECTOR CANNOT BE EXPECTED TO ANSWER QUESTIONS SUCH AS:
# 46 Questions	CAN A GUIDANCE COUNSELOR TAKE A STUDENT OUT OF A CLASS TO TALK WITH HIM ANY TIME HE WISHES? HOW MANY NEW STUDENT WORKBOOKS SHOULD BE ORDERED FOR THE NEXT SCHOOL YEAR? HOW SHOULD STUDENT TIME IN THE DORMITORY BE DIVIDED?
# 47 EPA meeting with School Board	THE ADMINISTRATOR WHO MUST DEAL WITH QUESTIONS LIKE THESE AND DOZENS OF OTHERS IS THE SUPERINTENDENT OR THE PRINCIPAL AT THE FEDERAL SCHOOL. THE ADMINISTRATOR AT A RESERVATION FEDERAL SCHOOL HAS DECISION-MAKING RESPONSIBILITIES IN ALL MATTERS OF DAY-TO-DAY OPERATION. THE PRINCIPAL AT AN OFF-RESERVATION BOARDING SCHOOL IS RESPONSIBLE MAINLY FOR DECISIONS ABOUT THE INSTRUCTIONAL PROGRAM.
# 48 Close-up of Administrator	AS WE POINTED OUT EARLIER, THE PRINCIPAL OR EDUCATION PROGRAMS ADMINISTRATOR IS NOT REALLY FREE TO MAKE THESE DECISIONS ANY WAY HE WISHES. HE HAS RECEIVED POLICY GUIDELINES WHICH APPLY TO ALL FEDERAL SCHOOLS AND HE MUST REPORT ON HIS DECISIONS TO THE BIA AGENCY SUPERINTENDENT, WHO MUST IN TURN REPORT TO THE AREA DIRECTOR. IN ADDITION, THE PRINCIPAL AT A FEDERAL SCHOOL MUST TAKE INTO ACCOUNT THE VIEWS OF THE LOCAL IND'AN ADVISORY BOARD WHICH REPRESENTS THE INDIAN COMMUNITY AS WELL AS THE VIEWS OF STUDENTS AND PARENTS

IN MANY QUESTIONS ABOUT STUDENT FEELINGS, PROGRESS, LEARNING, AND MORALE. HE MUST ALSO DEPEND ON GOOD INFORMATION FROM THE TEACHERS AND OTHER STAFF MEMBERS WHO WORK CLOSELY WITH STUDENTS. THE FEDERAL SCHOOL PRINCIPAL IS THE DECISION-MAKER ON THE FIRING LINE, THE MAN (OR WOMAN) IN THE MIDDLE.

WHILE IT WOULD BE NICE, IT IS UNLIKELY THAT ALL OF HIS DECISIONS WILL PLEASE ALL THE PEOPLE ALL THE TIME. KEEPING IN MIND THE SCHOOL'S GOALS, HE MUST WORK FOR AS GOOD A PERCENTAGE AS POSSIBLE OF DECISIONS WHICH WILL HELP STUDENTS ACHIEVE THOSE GOALS.

Ø 49

"Who is the main administrator..."

BY NUMBER EIGHT ON YOUR RESPONSE SHEET MARK THE LETTER FOR THE APPROPRIATE ANSWER TO THIS QUESTION:

WHO IS THE MAIN ADMINISTRATOR OR DECISION-MAKER WITHIN A FEDERAL SCHOOL?

A. THE COMMISSIONER OF INDIAN AFFAIRS
B. THE AREA DIRECTOR
C. THE PRINCIPAL OR EDUCATION PROGRAMS ADMINSTRATOR

Ø 50

"The Principal or Education Programs Administrator"

IF YOU MARKED "C" FOR THE PRINCIPAL OR EDUCATION PROGRAMS ADMINISTRATOR, YOU ARE CORRECT. THE COMMISSIONER, AS CHIEF DECISION-MAKER FOR THE ENTIRE BUREAU OF INDIAN AFFAIRS, TRANSMITS HIS DECISIONS THROUGH THE AREA DIRECTORS AND AGENCY SUPERINTENDENTS. BUT IT IS THE PRINCIPAL WHO DEALS WITH DAILY DECISIONS IN OPERATING THE FEDERAL SCHOOL WHERE HE IS THE ADMINISTRATOR.

Ø 51

Planner at drawing board

THE MAIN PURPOSE OF EVERY FEDERAL SCHOOL IS TO EDUCATE THE STUDENTS WHO ATTEND THESE SCHOOLS.

WHO IS RESPONSIBLE FOR DESIGNING THE PROGRAM OF INSTRUCTION AT A FEDERAL SCHOOL?

CURRICULUM IS THE TERM USED TO COVER ALL THE LEARNING ACTIVITIES PLANNED FOR STUDENTS AT A SCHOOL. PLANNING A CURRICULUM INVOLVES DECIDING ON AND STATING THE LONG RANGE GOALS FOR STUDENTS IN THE VARIOUS SUBJECT AREAS.

IT INVOLVES PLANNING THE DAY-TO-DAY LEARNING EXPERIENCE THAT ALL TOGETHER WILL HELP STUDENTS ACHIEVE THESE GOALS.

IT INVOLVES PLANNING THE DAY-TO-DAY EVALUATION OF STUDENT LEARNING.

IT INVOLVES SELECTING THE MATERIALS WHICH ARE NEEDED TO CARRY OUT THE LEARNING ACTIVITIES.

# 52 Scales	DESIGNING A CURRICULUM INVOLVES PLANNING FOR REGULAR EVALUATION OF ITS EFFECTIVENESS. THIS INCLUDES EVALUATION OF SUCH THINGS AS ADMINISTRATION, INSTRUCTION, PROGRAMS, AND MATERIALS, TO NAME A FEW. BEST COPY AVAILABLE
# 53 "X" and "Y" programs	FOR EXAMPLE, DOES ONE CURRICULUM PROGRAM PROMOTE STEADY STUDENT PROGRESS TOWARD ITS STATED OBJECTIVES BETTER THAN ANOTHER PROGRAM?
# 54 Student with report card	GOOD CURRICULUM DESIGN PAYS ATTENTION TO A STUDENT'S PROGRESS TOWARD GOALS ON A DAY-TO-DAY AS WELL AS A YEAR-TO-YEAR BASIS. LONG-RANGE GOALS ARE STARTING POINTS FOR DECIDING WHAT SKILLS AND KNOWLEDGE STUDENTS SHOULD ACQUIRE FROM INSTRUCTION. GOALS SHOULD ALSO BE CONCERNED WITH DEVELOPMENT OF STUDENT FEELINGS AND ATTITUDES WHICH CAN MAKE A GREAT DIFFERENCE IN THE EFFECTIVENESS OF THE SCHOOL EXPERIENCE.
	THE MAIN RESPONSIBILITY FOR THIS KIND OF PROGRAM DEVELOPMENT AND EVALUATION LIES WITHIN EACH FEDERAL SCHOOL. THE SCHOOL STAFF IS ASSISTED BY BIA AGENCY AND AREA EDUCATION STAFF. IN TURN, AREA EDUCATION STAFF MEMBERS MAY REQUEST HELP FROM SPECIALISTS IN THE CENTRAL OFFICE OF EDUCATION PROGRAMS.
# 55 Workshop	IN SOME FEDERAL SCHOOLS, THE PRINCIPAL TAKES A STRONG PARTICIPATING ROLE IN PLANNING A COMPREHENSIVE CURRICULUM, OR INSTRUCTIONAL PROGRAM, WITH TEACHERS AND OTHER STAFF MEMBERS. IN ALL FEDERAL SCHOOLS, THE PRINCIPAL OR EDUCATION PROGRAMS ADMINISTRATOR IS THE RESPONSIBLE PERSON FOR SEEING THAT A GOOD PROGRAM OF INSTRUCTION OCCURS, REFLECTING THAT SCHOOL'S EDUCATIONAL GOALS FOR ITS STUDENTS.

56

We recommend

THE BUREAU OF INDIAN AFFAIRS TRIES TO PROVIDE AND MAINTAIN A HIGH QUALITY EDUCATIONAL PROGRAM BY CONDUCTING SYSTEMATIC REVIEWS OF LOCAL SCHOOL OPERATIONS. THE AREA OFFICE EDUCATION STAFF IS RESPONSIBLE FOR THIS REVIEW. THEY ARE SOMETIMES ASSISTED BY THE CENTRAL OFFICE OF EDUCATION STAFF.

THESE REVIEWS OR EVALUATIONS MAY COVER THE WHOLE SCHOOL AND ITS OPERATIONS OR THEY MAY BE DIRECTED TOWARD A SPECIFIC PART OF THE SCHOOL PROGRAM SUCH AS THE ADMINISTRATION, THE FOOD SERVICE OR CURRICULUM.

RECOMMENDATIONS FROM THE EVALUATION ARE PRESENTED TO THE LOCAL ADVISORY SCHOOL BOARD AND THE SCHOOL STAFF.

57

"This report has a very good article".

EDUCATIONAL TECHNIQUES AND APPROACHES ARE CONTINUALLY BEING DEVELOPED THROUGHOUT THE NATION. THE CENTRAL OFFICE OF EDUCATION PROGRAMS HAS STAFF MEMBERS WHO EXAMINE IDEAS WHICH MIGHT BENEFIT INDIAN CHILDREN. INFORMATION ABOUT SUCH IDEAS IS SENT TO AREA DIRECTORS AND LOCAL COMMUNITIES IN WRITTEN REPORTS AND THROUGH TRAINING WORKSHOPS.

IN ADDITION, THE DIVISION OF EVALUATION, RESEARCH AND DEVELOPMENT WITHIN THE CENTRAL OFFICE OF EDUCATION PROGRAMS PUBLISHES A SERIES OF REPORTS ON STUDIES OF INDIAN EDUCATION QUESTIONS..

58

Questions and Answers

BY NUMBER NINE ON YOUR RESPONSE SHEET, MARK THE LETTER FOR THE ANSWER TO THIS QUESTION:

WHERE DOES THE RESPONSIBILITY AND AUTHORITY LIE FOR THE OVERALL INSTRUCTIONAL PROGRAM OF A FEDERAL SCHOOL?

A. WITH THE PRINCIPAL IN EACH FEDERAL SCHOOL
B. IN THE CENTRAL OFFICE OF INDIAN EDUCATION PROGRAMS
C. IN THE AREA OFFICE, WITH THE EDUCATION STAFF

# 59 With the Principal in each Federal School	ANSWER "A", WITH THE PRINCIPAL IN EACH FEDERAL SCHOOL IS CORRECT. THE AREA OFFICES AND THE CENTRAL OFFICE OF EDUCATION PROGRAMS ARE SOME RESOURCES THE PRINCIPAL SHOULD BE ABLE TO CALL ON FOR ASSISTANCE. THE AREA OFFICE IS ALSO RESPONSIBLE FOR PERIODIC EVALUATION OF THE PROGRAM IN EACH FEDERAL SCHOOL. BUT THE PRINCIPAL AND HIS STAFF AT EACH FEDERAL SCHOOL ARE RESPONSIBLE FOR PLANNING AND CARRYING OUT INSTRUCTION IN LIGHT OF THE SCHOOL'S EDUCATIONAL GOALS.
# 60 Cafeteria	ALONG WITH LONG-RANGE EDUCATIONAL NEEDS, A SCHOOL MUST ALSO PROVIDE FOR SOME BASIC DAILY NEEDS, AMONG THEM THE STUDENTS' NEED FOR FOOD. ALMOST ALL FEDERAL SCHOOLS FEED AT LEAST SOME OF THE CHILDREN ENROLLED ON DAILY BASIS. WHOSE RESPONSIBILITY IS IT TO PROVIDE AND MANAGE THE FOOD SERVICE PROGRAM?
BEST COPY AVAILABLE	THE BIA SEEKS TO PROVIDE ONE WELL-BALANCED MEAL EACH SCHOOL DAY FOR ALL DAY SCHOOL PUPILS AND THREE WELL-BALANCED MEALS DAILY FOR BOARDING SCHOOL PUPILS. FUNDS FOR FOOD SERVICES ARE PROVIDED WITHIN THE TOTAL EDUCATION BUDGET OF THE BUREAU AND ARE ALWAYS PLACED HIGH ON THE LIST ON BUDGET PRIORITIES. DEPARTMENT OF AGRICULTURE COMMODITIES ARE ALSO AVAILABLE TO SUPPLEMENT THESE PURCHASES.
# 61 Dietitian	A TRAINED DIETITIAN USUALLY SUPERVISES FOOD PREPARATION IF IT IS NOT POSSIBLE TO GET A TRAINED DIETITIAN, SOMEONE WITH SUFFICIENT QUALIFICATIONS, EXPERIENCE, AND SKILL IN SERVICING LARGE GROUPS IS IN CHARGE. THE BUREAU INSISTS ON PROPER SANITATION AND SAFETY IN THE DINING AND KITCHEN AREAS.
# 62 Question	BY NUMBER TEN ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION: FUNDS FOR THE FOOD PROGRAM AT A FEDERAL SCHOOL COME FROM: A. THE STATE'S SCHOOL LUNCH FUND B. THE TOTAL BIA EDUCATION BUDGET AND DEPARTMENT OF AGRICULTURE COMMODITIES.

# 63 The Total BIA Education Budget	"B" IS THE CORRECT ANSWER, AS THE FOOD PROGRAM BUDGET IS A HIGH PRIORITY ITEM IN THE TOTAL BIA EDUCATION BUDGET.
# 64 "The Food Program Supervisor..."	BY NUMBER ELEVEN ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION: THE FOOD PROGRAM SUPERVISOR AT A FEDERAL SCHOOL IS REQUIRED TO: A. PROVIDE MEALS ALL THE CHILDREN LIKE B. BE A CERTIFIED DIETITIAN C. PROVIDE FOR NUTRITIONALLY BALANCED MEALS, SAFE AND SANITARY CONDITIONS, AND TO ENCOURAGE GOOD EATING HABITS.
# 65 "Provide for Nutritionally balanced meals..."	ANSWER "C" IS CORRECT. IT IS NOT ALWAYS POSSIBLE TO FIND A TRAINED DIETITIAN, BUT FEDERAL SCHOOLS TRY TO HIRE FOOD PROGRAM SUPERVISORS WITH SUFFICIENT EXPERIENCE AND SKILL TO SEE THAT WELL-BALANCED MEALS AND SANITARY AND SAFE CONDITIONS ARE PROVIDED CONSISTENTLY.
# 66 School Bus	PROVIDING TRANSPORTATION FOR STUDENTS TO AND FROM SCHOOL AND SCHOOL ACTIVITIES INVOLVES CAREFUL PLANNING, AND SKILLFUL MANAGEMENT. HOW IS TRANSPORTATION ARRANGED AND MANAGED FOR A FEDERAL SCHOOL? THE SCHOOL ADMINISTRATOR IS DIRECTLY RESPONSIBLE FOR ADMINISTRATION OF TRANSPORTATION OPERATIONS. HOWEVER, MAINTENANCE OF EQUIPMENT AND QUALIFICATIONS OF DRIVERS AT MANY LOCATIONS ARE THE RESPONSIBILITIES OF THE GENERAL SERVICES ADMINISTRATION (GSA MOTOR POOL AND THE PERSONNEL OFFICES AT THE AREA OR AGENCY.
# 67 School Bus in Motor Pool	IN GENERAL THE SCHOOL RECEIVES BUS EQUIPMENT FROM THE GENERAL SERVICES ADMINISTRATION UNDER A LEASE PREPARED THROUGH EITHER THE AGENCY OR AREA CONTRACT OFFICE. BUS DRIVERS ARE HIRED BY THE SCHOOL TO OPERATE VEHICLES AND PERFORM ADDITIONAL DUTIES AT THE SCHOOL DURING THE DAY.

BEST COPY AVAILABLE

BUS TRANSPORTATION IS GENERALLY PROVIDED TO ELEMENTARY PUPILS WHO LIVE MORE THAN ONE MILE FROM THE SCHOOL AND FOR HIGH SCHOOL STUDENTS WHO LIVE MORE THAN ONE AND ONE HALF MILES FROM SCHOOL. THE ADMINISTRATOR MAY MODIFY THESE DISTANCES WHERE DANGEROUS OR UNSAFE WEATHER CONDITIONS PREVAIL.

THE BUREAU PAYS FOR THE COST OF TRANSPORTATION TO AND FROM BOARDING SCHOOLS OFF THE RESERVATION IF NO OTHER RESOURCES (TRIBE OR FAMILY) ARE AVAILABLE.

68

Questions

PLEASE ANSWER THIS QUESTION BY MARKING THE APPROPRIATE LETTER BY NUMBER TWELVE ON YOUR RESPONSE SHEET:

WHO IS RESPONSIBLE FOR ASSURING THAT BUS DRIVERS ARE PROPERLY QUALIFIED AND THAT VEHICLES ARE PROPERLY MAINTAINED AT A FEDERAL SCHOOL?

A. THE SCHOOL PRINCIPAL
B. THE LOCAL ADVISORY BOARD
C. GENERAL SERVICES ADMINISTRATION AND AGENCY OR AREA PERSONNEL ADMINISTRATORS

69

Answer: GSA

ANSWER "C" IS CORRECT. WHILE THE SCHOOL PRINCIPAL MAKES DECISIONS ON HIRING AND SUPERVISING THE BUS DRIVERS, GSA AND AREA OR AGENCY PERSONNEL PROVIDE THE VEHICLES AND EVALUATE BOTH BUS DRIVER QUALIFICATIONS AND VEHICLE MAINTENANCE.

70

Maintenance Materials

ANOTHER MAJOR PART OF OPERATING A FEDERAL SCHOOL IS TAKING CARE OF THE BUILDINGS AND GROUNDS ON WHICH THE SCHOOL IS LOCATED.

WHO IS RESPONSIBLE FOR MAINTENANCE AND REPAIR ON THE PHYSICAL FACILITIES AT A FEDERAL SCHOOL?

71

Plant Management

EACH FEDERAL SCHOOL HAS SOMEONE IN CHARGE OF PLANT MANAGEMENT FUNCTIONS. THIS PERSON HAS REGULAR MAINTENANCE DUTIES TO KEEP THE SCHOOL CLEAN AND IN GOOD ORDER, OFTEN INCLUDING SUPERVISING PLANT MANAGEMENT WORKERS. THE PLANT MANAGEMENT FOREMAN RESPONDS TO REQUESTS FOR WORK FROM THE SCHOOL ADMINISTRATOR.

ALTHOUGH THE LOCAL PLANT MANAGER IS UNDER THE IMMEDIATE SUPERVISION OF THE SCHOOL ADMINISTRATOR, HE ALSO RECEIVES TECHNICAL ADVICE FROM THE PLANT MANAGER AT THE AGENCY LEVEL.

72

Building under Construction

AS A SCHOOL'S ENROLLMENT INCREASES AND NEW EDUCATIONAL PROGRAMS ARE ADDED, NEW BUILDINGS MAY BE NEEDED OR OLD BUILDINGS MAY NEED REMODELING. WHILE THERE MAY BE MANY REASONS FOR WANTING OR NEEDING NEW OR REMODELED BUILDINGS, THE STEPS FOR GETTING THIS ACCOMPLISHED ARE THE SAME.

73

Obviously rund down school building

NEW CONSTRUCTION OR MAJOR MODIFICATION OF BUILDINGS AT A FEDERAL SCHOOL ARE ACCOMPLISHED THROUGH A SERIES OF ACTIVITIES THAT MUST BEGIN AT THE LOCAL LEVEL.

THE FIRST STEP IN THE PROCESS INVLOVES THE LOCAL SCHOOL OR THE AGENCY, AND CONSISTS OF A FORMAL STATEMENT OF NEED. THAT IS, A REVIEW OF THE EXISTING BUILDINGS IS MADE IN VIEW OF THE PROGRAM THAT IS PLANNED, NUMBERS OF STUDENTS, COURSES, ETC. HERE THE INADEQUACIES OF THE BUILDINGS ARE EXPLAINED.

THE AGENCY PRESENTS THIS STATEMENT OF NEED TO THE AREA OFFICE AND REQUESTS THAT THE PROJECT BE INCLUDED IN THE PRIORITY LIST FOR THE AREA. THE COMBINATION OF PRIORITIES FROM ALL THE AREAS IS CONSIDERED FOR THE ENTIRE BUREAU BY THE DIRECTOR OF INDIAN EDUCATION PROGRAMS.

74

Planning, design and Construction cycle

ONCE A PROJECT HAS BEEN INCLUDED IN THE BUDGET, IT ENTERS A THREE-YEAR CYCLE FOR PLANNING, DESIGN AND CONSTRUCTION.

THE TIME FOR CONSTRUCTION WILL DEPEND UPON THE SIZE AND LOCATION OF THE PROJECT, AVAILABILITY OF MATERIALS AND LABOR AS WELL AS THE WEATHER.

BEST COPY AVAILABLE

THE COST OF SUCH A PROJECT IS ANOTHER FACTOR, OF COURSE. A MODERN BUREAU BOARDING SCHOOL FOR APPROXIMATELY 400 STUDENTS COSTS WELL OVER THREE MILLION DOLLARS TO BUILD THESE DAYS.

BY NUMBER THIRTEEN ON YOUR RESPONSE SHEET MARK THE LETTER FOR THE ANSWER TO THIS QUESTION:

AT A FEDERAL SCHOOL WHO IS THE PERSON RESPONSIBLE FOR TAKING CARE OF REGULAR MAINTENANCE OF THE BUILDINGS AND GROUNDS?

A. THE LOCAL PLANT MANAGER
B. THE AGENCY PLANT MANAGER
C. THE SCHOOL PRINCIPAL

"A" FOR THE LOCAL PLANT MANAGER IS THE MOST CORRECT ANSWER, ALTHOUGH BOTH THE SCHOOL PRINCIPAL AND THE AGENCY LEVEL PLANT MANAGER ARE RESPONSIBLE FOR ASSURING THAT THE LOCAL PLANT MANAGER IS DOING THE JOB WELL.

75

Staffing Cycle

MANY ASPECTS OF OPERATING A FEDERAL SCHOOL HAVE BEEN PRESENTED IN THIS PART OF THE PROGRAM, FROM SCHOOL FUNDING TO MAINTENANCE OF THE FACILITIES.

OBVIOUSLY, IT TAKES QUITE A STAFF WITH A WIDE RANGE OF SKILLS, ALL FOCUSED ON THE MAJOR PURPOSE OF HELPING INDIAN CHILDREN ACHIEVE DESIRABLE LONG-RANGE EDUCATIONAL GOALS.

AN IMPORTANT QUESTION TO CONSIDER NOW IS:

WHO MAKES THE DECISIONS CONCERNING FINDING, HIRING, TRAINING, AND DISMISSAL OF ALL THE PEOPLE IT TAKES TO OPERATE A FEDERAL SCHOOL?

APPLICATIONS ARE EVALUATED, AND CERTIFICATES OF QUALIFIED JOB CANDIDATES ARE PROVIDED TO THE AREA OFFICE. SELECTION IS MADE BY THE SCHOOL ADMINISTRATOR OR BY THE AGENCY OR AREA OFFICES, DEPENDING ON WHICH IS MOST APPROPRIATE IN EACH CASE.

76

Review Committee

THE ADVISE OF SCHOOL BOARDS IS CONSIDERED IN THE REVIEW OF APPLICANTS WHENEVER POSSIBLE. OFTEN, IN SMALL REMOTE SCHOOLS, THE PRINCIPAL HAS LITTLE TO SAY ABOUT THE SELECTION OF INCOMING STAFF, SINCE IT IS DONE IN AREA OR AGENCY OFFICES. SOMETIMES IT IS NECESSARY TO HIRE WELL IN ADVANCE OF PROJECTED VACANCIES. IN SUCH CASES, THE SELECTIONS ARE MADE FROM A POOL OF QUALIFIED CANDIDATES.

THE TRAINING AND DISMISSAL OF STAFF, IF NEEDED, ARE THE PRINCIPAL'S RESPONSIBILITY.

THE BIA AGENCY OFFICE IS RESPONSIBLE IN THE SAME WAYS FOR THE PRINCIPAL'S JOB.

CANDIDATES FOR ALL POSITIONS IN FEDERAL SCHOOLS ARE PLACED ON THE GOVERNMENT SERVICE WAGE SCALE ESTABLISHED BY THE UNITED STATES CIVIL SERVICE COMMISSION FOR THE PARTICULAR ASSIGNMENTS.

FOR EXAMPLE, BEGINNING TEACHERS WITH A COLLEGE DEGREE ARE USUALLY STARTED AT THE GS-7 WAGE LEVEL. THEY MAY ULTIMATELY PROGRESS TO THE TOP LEVEL OF GS-11 AS A MASTER TEACHER OR TEACHER SUPERVISOR.

ADMINISTRATIVE PERSONNEL USUALLY START AT THE GS-9 LEVEL AND CAN EVENTUALLY REACH THE GS-14 OR 15 LEVEL, DEPENDING ON THE JOB DESCRIPTION AND RESPONSIBILITIES.

77

State Capitol

UNDER NORMAL CIRCUMSTANCES, CANDIDATES FOR TEACHING JOBS ARE ENCOURAGED TO MEET THE REGULAR TEACHER CERTIFICATION STANDARDS OF THE STATES IN WHICH THE SCHOOLS ARE LOCATED. GENERALLY, A TEACHING CERTIFICATE IS A FORMAL DOCUMENT AWARDED A TEACHER ONLY AFTER CERTAIN COLLEGE STUDY REQUIREMENTS HAVE BEEN MET AS WELL AS CERTAIN TEACHING EXPERIENCE. OFTEN A CERTIFIED TEACHING AND SUPERVISORY STAFF IS IMPORTANT TO A FEDERAL SCHOOL SO THE SCHOOL CAN BE ACCREDITED BY THE STATE IN WHICH IT IS LOCATED. ACCREDITATION SERVES TO ASSIST SCHOOLS IN ESTABLISHING

THE QUALITY OF THEIR PROGRAMS, WHICH IS VERY IMPORTANT TO INDIAN STUDENTS WHO PLAN TO GO ON TO COLLEGE. STUDENTS FROM NON-ACCREDITED HIGH SCHOOLS OFTEN HAVE TO TAKE SPECIAL COURSES AND EXTRA EXAMS BEFORE THEY WILL BE ADMITTED TO COLLEGES OR UNIVERSITIES.

78

Question

BY NUMBER FOURTEEN ON YOUR RESPONSE SHEET, MARK THE LETTER FOR THE ANSWER TO THIS QUESTION:

AT A FEDERAL SCHOOL, THE RESPONSIBILITY FOR HIRING, TRAINING AND DISMISSAL OF TEACHERS AND COUNSELORS IS MOST OFTEN THAT OF...

A. A RESPONSIBLE BIA ADMINISTRATOR
B. THE ADVISORY SCHOOL BOARD
C. THE STATE DEPARTMENT OF EDUCATION

# 79 Answer: "A responsible BIA administrator"	ANSWER "A" IS CORRECT. IT IS THE RESPONSIBILITY OF A BIA ADMINISTRATOR WHO IS ENCOURAGED TO SEEK THE ADVICE OF THE LOCAL ADVISORY SCHOOL BOARD IN MAKING SELECTIONS OF NEW EMPLOYEES AND TO MAKE RECOMMENDATIONS FOR POSITIONS TO BE FILLED LOCALLY.
# 80 "Fringes: BEST COPY AVAILABLE	JUST ABOUT EVEY KIND OF JOB HAS ATTRACTIONS TO IT BESIDES THE ACTUAL WORK AND THE SALARY PAID FOR THE WORK. THESE ATTRACTIONS ARE USUALLY KNOWN AS FRINGE BENEFITS. ASIDE FROM THE SATISFACTION OF WORKING IN ONE'S CHOSEN PROFESSION IN EDUCATION, WHAT FRINGE BENEFITS ARE THERE TO ATTRACT EMPLOYEES TO WORK AT A FEDERAL SCHOOL?
# 81 School compound staff housing	FOR ONE THING, SINCE MANY FEDERAL SCHOOLS ARE LOCATED IN ISOLATED OR RURAL COMMUNITIES THE FEDERAL GOVERNMENT FREQUENTLY PROVIDES HOUSING OR SPECIAL QUARTERS AT MODERATE RENTS.
# 82 Words: "Insurance", "Retirement", etc.	FEDERAL EMPLOYEE BENEFITS ALSO INCLUDE: A CIVIL SERVICE RETIREMENT SYSTEM A HEALTH INSURANCE PLAN A LIFE INSURANCE PLAN COMPENSATION FOR ON-THE-JOB INJURIES VETERAN AND INDIAN PREFERENCE IN HIRING AND PROTECTION IN CASE OF REDUCTION-IN-FORCE GRIEVANCE PROCEDURES IN CASES OF REPRIMAND, DISMISSAL, ET THE RIGHT TO BELONG TO A UNION ON-THE-JOB TRAINING TOWARD ADVANCEMENT ANNUAL AND SICK LEAVE
# 83 Accountant	FINANCIAL ACCOUNTING, OF COURSE, IS ALREADY BUILT INTO THE FEDERAL SYSTEM. THE FEDERAL SYSTEM TAKES CARE OF THE FINANCIAL ACCOUNTING CONNECTED WITH PAYROLL MATTERS SUCH AS INSURANCE DEDUCTIONS, LEAVE RECORDS, RETIREMENT, SAVINGS, ETC. WRITTEN STATEMENTS ARE FURNISHED TO EACH EMPLOYEE EVERY PAY PERIOD.

THIS PART OF THE PROGRAM BEGAN WITH DISCUSSION OF THE LEGAL AND FINANCIAL ASPECTS OF ESTABLISHING AND PAYING FOR FEDERAL SCHOOL OPERATION FOR INDIAN CHILDREN. SEVERAL OF THE SCHOOL MANAGEMENT OPTIONS WOULD REQUIRE CERTAIN NEGOTIATIONS AMONG THE PARTIES INVOLVED IN THE LEGAL AND FINANCIAL CONTRACTS.

WHAT KINDS OF NEGOTIATIONS ARE NECESSARY IF YOU CHOOSE TO CONTINUE AS A FEDERAL SCHOOL?

84

Sign

THERE ARE ACTUALLY NO ASPECTS OF THE FEDERAL SCHOOL OPERATION WHICH WOULD REQUIRE THE LOCAL INDIAN COMMUNITY'S PARTICIPATION IN NEGOTIATIONS AS SUCH. THERE ARE NO CONTRACTS OR OTHER AGREEMENTS THAT ARE NOT PART OF THE OVERALL BIA OPERATION OF FEDERAL SCHOOLS.

OF COURSE, THERE MAY BE NEEDS FOR NEGOTIATIONS WITHIN A SCHOOL OR SCHOOL SYSTEM.

85

"We need a better leave plan."

THE ONE CLEAR EXAMPLE OF NEGOTIATION IN FEDERAL SCHOOLS INVOLVES LABOR-MANAGEMENT RELATIONS, BUT THE PARTIES IN SUCH A NEGOTIATION ARE THE FEDERAL EMPLOYEES ON THE ONE SIDE AND THE GOVERNMENT ON THE OTHER, REPRESENTED BY THE BUREAU ADMINISTRATORS.

FEDERAL EMPLOYEES HAVE ONLY HAD THE RIGHT TO BELONG TO A LABOR ORGANIZATION AND ENTER INTO NEGOTIATIONS SINCE 1969. AT THAT TIME PRESIDENT NIXON SIGNED EXECUTIVE ORDER 11491 WHICH NOW GOVERNS LABOR-MANAGEMENT RELATIONS.

THIS ORDER PROVIDES THAT AN AGENCY SUCH AS A LOCAL FEDERAL SCHOOL SHALL RECOGNIZE ONE LABOR ORGANIZATION EXCLUSIVELY IF ONE HAS BEEN SELECTED BY EMPLOYEES THROUGH SECRET BALLOT TO REPRESENT THEM IN MATTERS CONCERNING PERSONNEL POLICIES AND PRACTICES OR OTHER MATTERS AFFECTING GENERAL WORKING CONDITIONS.

86

Man with question marks

HAVING REACHED THE END OF THIS PART OF THE PROGRAM, FEDERAL SCHOOLS AS A MANAGEMENT OPTION, YOU HAVE BEEN ASKED TO LISTEN AND WATCH AND RESPOND TO A VARIETY OF QUESTIONS.

ANSWERS WERE PROVIDED TO SOME QUESTIONS WHICH WERE ASKED BUT IT IS LIKELY THAT THIS PART OF THE PROGRAM HAS RAISED MANY MORE QUESTIONS THAN IT HAS ANSWERED.

BEST COPY AVAILABLE

ON YOUR RESPONSE SHEET BY NUMBER FIFTEEN, IT IS YOUR TURN TO ASK QUESTIONS. WRITE DOWN ANY YOU CAN RECALL THAT HAVE OCCURRED TO YOU, NO MATTER HOW SIMPLE OR COMPLICATED. YOU WILL NOT BE CALLED ON TO READ THEM OUT LOUD.

WHEN YOU HAVE FINISHED, PLEASE HAND YOUR RESPONSE SHEET TO THE PERSON HELPING TO PRESENT THE PROGRAM. YOU MAY PUT YOUR NAME ON YOUR RESPONSE SHEET IF YOU WISH, BUT IT IS NOT NECESSARY.

#87

Department of Interior
Symbol

MUSIC - FADE IN

#88

THE END

MUSIC - FADE OUT

MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 4
THE PUBLIC SCHOOL: A MANAGEMENT OPTION

RESEARCH AND EVALUATION REPORT SERIES NO. 32.04

INDIAN EDUCATION RESOURCES CENTER
BUREAU OF INDIAN AFFAIRS
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0069

# 1 Department of the Interior Symbol	MUSIC - FADE IN MUSIC - FADE OUT
# 2 Part 4 Management Decisions in Education	THIS IS THE FOURTH PROGRAM IN THE SERIES, "MANAGEMENT DECISIONS IN INDIAN EDUCATION."
# 3 The Public School: A Management Option	THIS PROGRAM IN THE SERIES IS CALLED "THE PUBLIC SCHOOL: A MANAGEMENT OPTION". THE INFORMATION PRESENTED HERE HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS.
# 4 Secretary Commissioner Director of Education Programs	MUSIC - FADE IN
# 5a Credits Frame	MUSIC MUSIC - FADE OUT

∅ 5b Credits Frame	MUSIC MUSIC - FADE OUT
∅ 6 Public School Symbol	SOME COMMUNITIES MAY WISH TO CONSIDER CHANGING THE FEDERAL SCHOOL THEIR CHILDREN NOW ATTEND TO A PUBLIC SCHOOL OPERATION. BECAUSE SUCH A DECISION DEPENDS NOT ONLY ON THE COMMUNITY WISHES BUT ALSO ON CERTAIN LEGAL REQUIREMENTS, THIS PROGRAM WILL HELP YOU TO BETTER UNDERSTAND THE IMPLICATIONS OF MAKING SUCH A CHANGE. THIS PROGRAM WILL ENABLE YOU TO ANSWER A NUMBER OF QUESTIONS ABOUT A PUBLIC SCHOOL OPERATION: QUESTIONS CONCERNING FUNDING, ADMINISTRATIVE RESPONSIBILITY AND MANY OTHERS.
∅ 7 Audience Viewing Presentation	DURING THIS PART OF THE PROGRAM, WHEN YOU ARE ASKED TO PARTICIPATE, PLEASE ANSWER ON THE RESPONSE SHEET YOU HAVE BEEN GIVEN. KEEP THIS AS A REMINDER OF THE MAIN TOPICS WE ARE DISCUSSING.
∅ 8 "Church" School and Factory	IN THE SIXTEEN AND SEVENTEEN HUNDREDS, BEFORE THE UNITED STATES EXISTED AS A COUNTRY WITH ITS OWN GOVERNMENT, THERE WAS NO SUCH THING AS FREE PUBLIC EDUCATION AS WE KNOW IT TODAY. MOST SCHOOLS WERE PRIVATE OR CHURCH SCHOOLS, AND MANY CHILDREN HAD NO OPPORTUNITY TO ATTEND SCHOOL.
∅ 9 (1803) "It says we're allowed to have a public school if we're willing to support it."	BY THE EARLY 1800'S STATE LAWS PERMITTED LOCAL COMMUNITIES TO ESTABLISH SCHOOL DISTRICTS, IN THE COMMUNITIES THAT WISHED TO PAY TAXES TO SUPPORT A LOCAL SCHOOL. COMMUNITIES THAT DIDN'S WANT SCHOOLS OR DIDN'T WISH TO TAX THEMSELVES DIDN'T HAVE TO. CHILDREN OF THESE COMMUNITIES EITHER DID NOT GO TO SCHOOL, OR WENT TO PRIVATE OR CHURCH SCHOOLS.

10

(1852) Kids going to school.

BEGINNING A LITTLE OVER 100 YEARS AGO, IN 1852, EACH OF THE STATES PASSED COMPULSORY EDUCATION LAWS--LAWS REQUIRING CHILDREN OF THE STATE TO ATTEND SCHOOL FOR A CERTAIN NUMBER OF YEARS.

11

State Constitution

TODAY, ALL 50 STATES HAVE COMPULSORY EDUCATION LAWS WHICH PERTAIN TO ALL THE CHILDREN OF EACH STATE, AND MOST STATES' CONSTITUTIONS REQUIRE THE STATE LEGISLATURE TO PASS LAWS WHICH ESTABLISH AND MAINTAIN A SYSTEM OF FREE PUBLIC EDUCATION FOR ALL THE CHILDREN IN THE STATE.

12

People working together to build new school.

FINALLY THE VOTERS IN EACH STATE CAME TO RECOGNIZE AND AGREE THAT A REPRESENTATIVE DEMOCRACY LIKE THE UNITED STATES NEEDS TO HAVE EDUCATED CITIZENS, AND THE WHOLE SOCIETY MUST BE WILLING TO PAY FOR THIS EDUCATION THROUGH TAXES, RATHER THAN EXPECTING PARENTS AND STUDENTS TO PAY ALL OF THE COSTS.

HOW DO YOU ARRANGE FOR CONSTRUCTION OF NEW BUILDINGS OR SCHOOL FACILITIES?

HOW DOES A FEDERAL SCHOOL FACILITY BECOME PART OF A PUBLIC SCHOOL SYSTEM?

WHO IS RESPONSIBLE FOR A PUBLIC SCHOOL'S OVERALL INSTRUCTIONAL PROGRAM?

WHAT KIND OF NEGOTIATIONS WILL WE HAVE TO PREPARE FOR IF WE CHOOSE THE PUBLIC SCHOOL AS A MANAGEMENT OPTION?

TODAY, PUBLIC SCHOOLS ARE LEGALLY ESTABLISHED AND MAINTAINED BY EACH STATE IN THE COUNTRY THROUGH STATE SCHOOL LAWS, PASSED BY THE STATE LEGISLATURE.

13

"How about these Indian children? Isn't the Federal Government responsible for them?"

WHAT ARE THE LAWS THAT PROVIDE FOR INDIAN CHILDREN TO ATTEND PUBLIC SCHOOLS?

BOTH THE STATE AND THE FEDERAL GOVERNMENT HAVE A RESPONSIBILITY FOR THE EDUCATION OF INDIAN CHILDREN IN PUBLIC SCHOOLS.

14

Laws Document

EACH STATE HAS THE RESPONSIBILITY TO PROVIDE PUBLIC EDUCATION FOR INDIAN CHILDREN ON THE SAME TERMS AS IT PROVIDES FOR CHILDREN IN THE STATE GENERALLY.

IN 1954, THE UNITED STATES SUPREME COURT LEGALLY DEFINED THIS RESPONSIBILITY. THE IMPORTANT PART OF THIS COURT DECISION FOR INDIAN CHILDREN SAYS, "... WHERE THE STATE HAS UNDERTAKEN TO PROVIDE--IT IS A RIGHT WHICH MUST BE MADE AVAILABLE TO ALL ON EQUAL TERMS".

FURTHERMORE, THE COURTS HAVE LONG HELD THAT THE AVAILABILITY OF FEDERAL INDIAN SCHOOLS DOES NOT JUSTIFY TURNING AWAY INDIANS FROM PUBLIC SCHOOLS.

ALTHOUGH EACH STATE'S AGE LIMITS ARE NOT THE SAME, IN GENERAL, ALL CHILDREN BETWEEN THE AGES OF SIX AND SIXTEEN WHO ARE MENTALLY AND PHYSICALLY CAPABLE ARE BOTH PERMITTED AND REQUIRED TO ATTEND SCHOOL BY STATE LAW.

THE RESPONSIBILITY OF THE FEDERAL GOVERNMENT WITH RESPECT TO INDIAN CHILDREN IN PUBLIC SCHOOLS HAS BEEN DEFINED IN SEVERAL LAWS.

15

Indian children carrying bags marked JOM, 875, 815 and Title IV

ONE OF THE BEST-KNOWN OF THESE LAWS IS THE JOHNSON-O'MALLEY ACT OF 1934. THIS ACT PROVIDES THE FEDERAL GOVERNMENT WITH THE LEGAL AUTHORITY FOR HELPING THE STATES IN THEIR FINANCIAL RESPONSIBILITY FOR EDUCATING INDIAN CHILDREN.

ANOTHER FEDERAL LAW, ENACTED IN 1950, IS PUBLIC LAW 81-874, WHICH AUTHORIZES FEDERAL ASSISTANCE TO SCHOOL DISTRICTS WHICH ARE BURDENED AS A RESULT OF NEW OR EXPANDED FEDERAL ACTIVITY. THROUGH AMENDMENTS TO THIS LAW, FINANCIAL ASSISTANCE HAS BEEN AUTHORIZED FOR SCHOOL DISTRICTS WHICH EDUCATED INDIAN CHILDREN AND ALSO NON-INDIAN CHILDREN WHOSE PARENTS LIVE OR WORK ON FEDERAL TRUST PROPERTY.

THERE IS ANOTHER LAW WHICH HAS A GREAT DEAL TO DO WITH PROVIDING PUBLIC SCHOOLS ON INDIAN RESERVATIONS. THIS IS PUBLIC LAW 81-815, PASSED IN 1950. IT AUTHORIZES FEDERAL MONEY FOR CONSTRUCTION OF URGENTLY NEEDED MINIMUM SCHOOL FACILITIES IN SCHOOL DISTRICTS WHICH HAVE HAD SUBSTANTIAL INCREASE IN SCHOOL ENROLLMENT AS A RESULT OF FEDERAL ACTIVITY IN THE LOCATION. PUBLIC LAW 89-750 CAME ALONG IN 1966, TO AMEND PUBLIC LAW 81-815. PART OF THIS LAW PERTAINS SPECIFICALLY TO CHILDREN RESIDING PRIMARILY ON INDIAN RESERVATIONS.

PART OF A VERY RECENT FEDERAL LAW, THE INDIAN EDUCATION ACT, OR TITLE FOUR OF PUBLIC LAW 92-318, PROVIDES FOR ADDITIONAL FEDERAL FUNDS TO PUBLIC AND OTHER EDUCATION AGENCIES FOR MEETING THE SPECIAL EDUCATION NEEDS OF INDIAN CHILDREN AND ADULTS AS WELL.

16

Public school with BIA school nearby.

THUS, THROUGH STATE LAWS...THROUGH SUPREME COURT DECISIONS....AND THROUGH FEDERAL LAWS AUTHORIZING FEDERAL FUNDS TO ASSIST STATES IN THE PUBLIC EDUCATION OF INDIAN CHILDREN, THERE IS A SOLID LEGAL BASIS FOR THE PUBLIC SCHOOL EDUCATION OF INDIAN CHILDREN, EVEN WHERE FEDERAL SCHOOLS MAY ALREADY BE AVAILABLE.

ON YOUR RESPONSE SHEET BY NUMBER ONE, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION.

17

"For each state...."

FOR EACH STATE, THE LEGAL BODY WHICH MUST PASS LAWS TO ESTABLISH AND MAINTAIN PUBLIC SCHOOLS FOR ALL CHILDREN OF THE STATE IS:

A. THE UNITED STATES SUPREME COURT
B. THE STATE LEGISLATURE
C. THE LOCAL COMMUNITY WHICH WANTS A SCHOOL

18

Answer:

B. The State Legislature

ANSWER "B" FOR THE STATE LEGISLATURE IS CORRECT, ALTHOUGH THE SUPREME COURT HAS BEEN CALLED ON TO HELP INTERPRET SUCH LAWS, AS IN THE 1954 DECISION REQUIRING A STATE TO PROVIDE FOR ALL ON EQUAL TERMS. IN THE LOCAL COMMUNITY, THE ELECTED OR APPOINTED SCHOOL BOARD USUALLY HAS A POWERFUL ROLE IN CARRYING OUT THE LAWS OF THE STATE, WITH RESPECT TO PUBLIC SCHOOL EDUCATION.

ON YOUR RESPONSE SHEET BY NUMBER TWO, MARK THE LETTER TO ANSWER THIS QUESTION:

19

"The role of the Federal.

THE ROLE OF THE FEDERAL GOVERNMENT WITH RESPECT TO INDIAN CHILDREN IN PUBLIC SCHOOLS IS MAINLY:

A. EXPRESSED THROUGH ACTS OF CONGRESS AUTHORIZING FINANCIAL ASSISTANCE.

B. THROUGH ACTS OF CONGRESS REQUIRING PUBLIC SCHOOLS TO PERMIT INDIAN CHILDREN TO ATTEND.

20

Answer:

A. Expressed through acts of Congress

ANSWER "A" IS CORRECT. ALONG WITH PASSING LAWS TO ESTABLISH FEDERAL SCHOOLS FOR INDIAN CHILDREN, THE UNITED STATES CONGRESS HAS PASSED LAWS AND APPROPRIATE SUBSTANTIAL AMOUNTS OF MONEY TO ASSIST CHILDREN. THE SUPREME COURT, HAS MADE LEGAL DECISIONS UPHOLDING THE RIGHT OF INDIAN CHILDREN TO ATTEND PUBLIC SCHOOLS ALONG WITH ALL OTHER CHILDREN OF A STATE.

IN TALKING ABOUT THE LEGAL BASIS FOR THE PUBLIC SCHOOL EDUCATION OF INDIAN CHILDREN, THE MATTER OF FINANCING HAS BEEN MENTIONED BRIEFLY. THIS HAS BEEN MAINLY WITH RESPECT TO FEDERAL FUNDING, A MAJOR DEPENDABLE SOURCE OF MONEY FOR PUBLIC INDIAN EDUCATION.

21

Money flowing to the school.

BUT PUBLIC SCHOOL EDUCATION HAS A NUMBER OF OTHER SOURCES FOR REGULAR FUNDING OF A LOCAL PUBLIC SCHOOL.

WHAT ARE THESE SOURCES?

22

Three big spenders

IN GENERAL, THERE ARE THREE BASIC MONEY SOURCES FOR A PUBLIC SCHOOL DISTRICT:

1. COUNTY OR SCHOOL DISTRICT REVENUE
2. STATE REVENUE
3. FEDERAL AID PROGRAMS

FIRST, LET'S LOOK AT COUNTY OR SCHOOL DISTRICT REVENUE--WHERE IT COMES FROM AND WHO DECIDES HOW IT SHOULD BE SPENT.

23

Elderly property owners "But I don't have any kids in school!"

USUALLY THE SCHOOL BOARD ELECTED OR APPOINTED IN A LOCAL SCHOOL DISTRICT IS A TAXING AGENT, AUTHORIZED BY STATE LAWS TO LEVY TAXES ON LOCAL RESIDENTS--TO THE EXTENT ALLOWED BY BOTH THE STATE LAWS AND THE VOTERS WHO LIVE IN THE DISTRICT.

SCHOOL DISTRICT RESIDENTS MAY BE ASKED TO PAY TAXES ON PROPERTY THEY OWN, ON BUSINESSES, ON ITEMS THEY PURCHASE, ON THEIR INCOME AND A NUMBER OF OTHER THINGS. DOG TAXES, LICENSES, PERMITS, POLL TAXES AND UTILITY TAXES ARE SOME OF THESE.

24

Man looking at law books

THERE ARE TWO IMPORTANT PIECES OF INFORMATION TO FOCUS ON HERE.

ONE--THE LOCAL SCHOOL BOARD CANNOT IMPOSE MORE TAXES THAN THE STATE LAW WILL PERMIT.

TWO--THE LOCAL SCHOOL BOARD CAN LEVY MORE THAN THE MINIMUM AMOUNT RECOMMENDED BY THE STATE LAW, BUT ONLY WITH THE APPROVAL OF THE VOTERS IN THE SCHOOL DISTRICT.

THE SECOND POINT IS IMPORTANT, BECAUSE THERE ARE SOME DISTRICTS IN THE COUNTRY WHICH HAVE IMPOSED THE MAXIMUM AMOUNT OF TAXING POSSIBLE ON THEMSELVES, IN ORDER TO FINANCE THE HIGHEST QUALITY POSSIBLE IN LOCAL EDUCATION.

IN MANY CASES THE AMOUNT OF LOCAL DISTRICT MONEY RAISED IS RELATIVELY SMALL COMPARED TO MONEY FROM STATE AND FEDERAL SOURCES THAT ARE USED IN A LOCAL PUBLIC SCHOOL DISTRICT.

#

IN NEW MEXICO, FOR EXAMPLE, IN THE 1972-73 SCHOOL YEAR, LESS THAN TEN PERCENT OF ALL THE FUNDS USED FOR PUBLIC SCHOOLS CAME FROM COUNTY SOURCES. THE MAJORITY CAME FROM STATE AND FEDERAL FUNDING SOURCES.

ONE QUESTION TO ASK ABOUT YOUR OWN STATE IS: WHAT DO THE LOCAL SCHOOL DISTRICTS LEVY TAXES ON?

ANOTHER QUESTION IS: WHAT PERCENT OF THE OVERALL PUBLIC EDUCATION BUDGET FOR THE STATE COMES FROM THESE LOCAL DISTRICT OR COUNTY TAXES?

26

"We'll decide on our own, thanks"

AS TO WHO DECIDES JUST HOW THE MONEY SHOULD BE SPENT IN THE PUBLIC SCHOOL OR SCHOOLS WITHIN A SCHOOL DISTRICT, THE LOCALLY ELECTED OR APPOINTED SCHOOL BOARD IS AGAIN A POWERFUL AGENT.

27

Group around table

MORE THAN NINETY PERCENT OF ALL THE LOCAL SCHOOL DISTRICTS IN THE UNITED STATES ARE FISCALLY INDEPENDENT. THIS MEANS, SIMPLY, THAT THE SCHOOL BOARD IS IN CHARGE OF SCHOOL MONEY FOR THE DISTRICT, WITHOUT REQUIRING THE APPROVAL OF ANY OTHER LOCAL BODY OF GOVERNMENT, A CITY COUNCIL, FOR INSTANCE. BEYOND THIS, MANY LOCAL SCHOOL DISTRICT BOARDS ARE BECOMING INCREASINGLY INVOLVED DIRECTLY OR INDIRECTLY WITH FEDERAL FUNDING AGENCIES, BY-PASSING OTHER STATE-LEVEL EDUCATIONAL AGENCIES. THIS IS ESPECIALLY THE CASE WITH FEDERAL FUNDING FROM PUBLIC LAW 81-815 THE FEDERAL IMPACT AREAS.

28

Scales - State Standards and Budget

BUT IN ALL 50 STATES THERE ARE FAIRLY SPECIFIC LAWS DEALING WITH SCHOOL BUDGET AND ACCOUNTING, AS WELL AS LEVELS OF FINANCING. THESE LAWS SERVE AS BOTH A CHECK AND A MINIMUM GUARANTEE ON WHAT LOCAL DISTRICTS RECEIVE AND WHAT THEY DO WITH SCHOOL MONEY. THE U.S. OFFICE OF EDUCATION HAS PUBLISHED A SET OF STANDARDS FOR ACCOUNTING BY LOCAL DISTRICTS. THIS SET OF STANDARDS, WIDELY ADOPTED BY STATES, INCLUDES THESE ITEMS:

ADMINISTRATION
INSTRUCTION
ATTENDANCE AND HEALTH SERVICES
PUPIL TRANSPORTATION
OPERATION OF PLANT
MAINTENANCE OF PLANT
FIXED CHARGES
FOOD SERVICES AND STUDENT BODY ACTIVITIES
COMMUNITY SERVICES
CAPITAL OUTLAY
DEBIT SERVICE
OUTGOING TRANSFER ACCOUNTS

#29

State Education Foundation

IN THE MATTER OF RAISING MONEY FOR PUBLIC EDUCATION, THE STATE, TOO, IS A TAXING AGENT, THROUGH LAW PASSED BY THE STATE LEGISLATURE. STATE MONEY FOR LOCAL SCHOOL DISTRICTS AND OTHER EDUCATIONAL AGENCIES USUALLY COMES FROM TAXES ON INCOME, UTILITIES, SALES, CORPORATION, LICENSES, AND PERMITS.

#30

State Education Pie

A STATE EDUCATION AGENCY ALLOTS MONEY FROM STATE REVENUES TO LOCAL DISTRICTS, AFTER THE STATE LEGISLATURE HAS VOTED ON THE GENERAL BUDGET FOR EDUCATION IN THE STATE. THE STATE EDUCATION AGENCY MAY HAVE DIFFERENT NAMES IN DIFFERENT STATES, BUT IT IS USUALLY THE JOB OF THE CHIEF STATE SCHOOL OFFICER OR THE STATE BOARD OF EDUCATION, TO REVIEW INCOMING BUDGETS FROM SCHOOL DISTRICTS AND DECIDE WHAT SHARE OF STATE MONEY CAN BE ALLOCATED TO EACH DISTRICT. IN GENERAL, MONEY IS ALLOTTED ON A PER PUPIL BASIS.

A QUESTION TO ASK IN YOUR STATE IS: WHAT IS THE AVERAGE AMOUNT PER PUPIL ALLOCATED TO LOACL DISTRICTS FROM STATE REVENUE?

ANOTHER QUESTION IS: WHAT PERCENT OF THE OVERALL EDUCATION BUDGET FOR THE STATE COMES FROM STATE-LEVEL RESOURCES?

#31

Cornucopia emptying into LEA

BESIDES STATE REVENUES, THERE ARE FEDERAL FUNDING PROGRAMS, MOST OF WHICH ARE AVAILABLE TO HELP STATES FINANCE PUBLIC EDUCATION FOR INDIAN CHILDREN IN SOME WAY.

THESE FUNDS ARE AVAILABLE TO LOCAL DISTRICTS AND OTHER LOCAL EDUCATION AGENCIES IN GENERAL, AND IN SOME CASES ONLY TO STATE DEPARTMENTS OF PUBLIC INSTRUCTION FOR THEIR ALLOCATION.

INDIAN TRIBES, INDIAN INSTITUTIONS, AND INDIAN ORGANIZATIONS MAY RECEIVE SOME OF THESE FUNDS DIRECTLY. "LOCAL EDUCATION AGENCIES" COME IN MANY FORMS. AMONG OTHER THINGS THEY CAN INCLUDE A SINGLE SCHOOL, A GROUP OF VERY SMALL SCHOOLS AS A SINGLE AGENCY, A TRIBAL GOVERNMENT, AN AN INCORPORATED NON-PROFIT PUBLIC BODY LIKE THE ALL-INDIAN PUEBLO COUNCIL OF NEW MEXICO.

THESE FEDERAL FUNDS INCLUDE MONEY ALLOCATED THROUGH THE VARIOUS ACTS OF CONGRESS.

A COMPLETE CHART OF WHO IS ELIGIBLE FOR THESE FUNDS, WHO ADMINISTERS THEM, AND HOW THEY MAY BE OBTAINED IS AVAILABLE IN THE WRITTEN DOCUMENTS THAT ACCOMPANY THIS PART OF THE PROGRAM.

ALTHOUGH THE DETAILS MAY VARY FROM ONE STATE TO ANOTHER, IN GENERAL, MONEY FOR LOCAL SCHOOL DISTRICTS IS REQUESTED AND ALLOTTED IN BASICALLY THE SAME WAY FOR ALL PUBLIC SCHOOLS.

LOCAL SCHOOL ADMINISTRATORS PREPARE ANNUAL BUDGET REQUESTS, SOMETIMES WITH THE HELP OF A SCHOOL OR SCHOOL DISTRICT BUSINESS MANAGER.

32

Local School Administrator working over budget

THESE BUDGET REQUESTS GO TO THE LOCAL DISTRICT OR COUNTY SCHOOL BOARD. THE JOB OF THE BOARD IS TO APPROVE OR DISAPPROVE AND MODIFY THE BUDGET REQUESTS. SCHOOL ADMINISTRATORS CAN RECOMMEND A BUDGET, BUT THE SCHOOL BOARD MUST MAKE DECISIONS ABOUT IT BY VOTING.

33

School board saying "Aye-Aye"

ONCE THE BOARD HAS APPROVED LOCAL SCHOOL BUDGETS, THE REQUESTS GO TO THE STATE EDUCATION AGENCY--SOMETIMES CALLED THE STATE DEPARTMENT OF EDUCATION.

34

State Department of Public Instruction

THE STATE DEPARTMENT, HEADED BY THE CHIEF STATE SCHOOL OFFICER PREPARES AN OVERALL STATE EDUCATION BUDGET REQUEST, WHICH INCORPORATES LOCAL DISTRICT REQUESTS. THE OVERALL BUDGET REQUEST FOR EDUCATION THROUGHOUT THE STATE THEN GOES TO THE STATE BOARD OF EDUCATION. THIS IS AN ELECTED OR APPOINTED PUBLIC BODY, WHICH IS SUPPOSED TO REPRESENT THE EDUCATIONAL CONGRESS OF ALL THE PEOPLE IN THE STATE. IT FUNCTIONS MUCH LIKE A LOCAL DISTRICT SCHOOL BOARD, BUT AT THE STATE LEVEL.

35

State Education Request

THE STATE BOARD OF EDUCATION APPROVES OR DISAPPROVES AND OVERSEES MODIFICATIONS IN EDUCATION BUDGET REQUESTS FOR THE WHOLE STATE, AND THEN PRESENTS THE REQUESTED BUDGET TO THE STATE LEGISLATURE. THE LEGISLATURE VOTES TO APPROPRIATE MONEY TO FULFILL THE BUDGET REQUEST.

36

LEA's Receiving Money from Legislature

MONEY ALLOCATED BY THE STATE LEGISLATURE TO THE LOCAL DISTRICTS IS THEN CHANNELED TO THE SCHOOLS THROUGH THE AGENCIES WHICH MADE THE REQUESTS.

HERE IS ANOTHER QUESTION TO ASK ABOUT YOUR STATE:

WHAT KIND OF CHANGES DOES A LOCAL SCHOOL BUDGET REQUEST GO THROUGH AFTER IT IS FIRST PREPARED BY LCOAL ADMINISTRATORS?

WHILE THERE ARE OBVIOUSLY FORMAL CHANNELS THROUGH WHICH MONEY RECOMMENDATIONS AND DECISIONS PASS, THERE ARE ALSO OTHER INFLUENCES ON HOW MUCH MONEY A PARTICULAR DISTRICT RECEIVES. IT WILL BE IMPORTANT TO STUDY THE INFLUENCES ON MONEY REQUESTS AND ALLOTMENTS, FROM THE LOCAL DISTRICT LEVEL TO THE STATE LEGISLATURE.

37

Principal Studying Guidelines

IN ADDITION TO RECEIVING MONEY FROM A NUMBER OF SOURCES, THE LOCAL SCHOOL BOARD MUST HOLD THE LOCAL SCHOOL ADMINISTRATORS RESPONSIBLE FOR SPENDING THE MONEY IN THE RIGHT WAY. STATE LAWS USUALLY SPECIFY HOW MONEY IS TO BE SPENT FOR EDUCATION, AND THE JOB OF THE LOCAL BOARD IS TO SEE THAT THE SCHOOL FOLLOWS THESE LAWS.

38

"The State Auditor is here, sir"

AN AUDITOR FROM A STATE LEVEL EDUCATION AGENCY CAN BE CALLED ON TO LOOK INTO A SCHOOL'S FINANCIAL RECORDS. THIS IS A USEFUL AND LEGAL RESPONSIBILITY OF THE STATE TO THE RESIDENTS OF THE STATE, A CHECK ON WHETHER THE PUBLIC MONEY OF THE STATE IS BEING USED THE WAY IT IS SUPPOSED TO BE USED FOR THE EDUCATION OF CHILDREN.

USE OF FEDERAL FUNDS CAN BE EVALUATED IN THE SAME WAY, BY AUDITORS DESIGNATED BY A FEDERAL FUNDING AGENCY.

BY NUMBER THREE ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION:

#39

"In general, who has the...."

IN GENERAL, WHO HAS THE DECISION-MAKING RESPONSIBILITY AND AUTHORITY WITH RESPECT TO MONEY FOR PUBLIC SCHOOLS WITHIN A STATE PUBLIC EDUCATION SYSTEM?

A. SCHOOL ADMINISTRATORS AND THE STATE SUPERINTENDENT OF EDUCATION
B. STATE AND FEDERAL AUDITORS
C. LOCAL SCHOOL BOARDS, STATE BOARD OF EDUCATION, AND STATE LEGISLATURE

#40

Answer:

C. Local School Boards...

ANSWER "C" IS THE MOST CORRECT ANSWER, INSOFAR AS THE LOCAL AND STATE BOARDS ARE BOUND BY STATE LAWS TO VOTE ON INCOMING BUDGET REQUESTS FROM SCHOOLS. THE STATE LEGISLATURE HAS ULTIMATE DECISION-MAKING POWER, IN VOTING TO ALLOCATE CERTAIN AMOUNTS ANNUALLY FROM STATE REVENUE. SCHOOL ADMINISTRATORS AND THE STATE SUPERINTENDENT OF EDUCATION MAKE RECOMMENDATIONS, BUT MUST RELY ON THE VOTING AGENCIES FOR FINAL DECISIONS. AUDITORS ARE LEGALLY BOUND TO EVALUATE THE USE OF FUNDS WHICH HAVE BEEN ALLOCATED.

41

Documents headed "New Mexico, California, etc."

STATE LAWS THROUGHOUT THE COUNTRY PROVIDE FOR CERTAIN LEGAL RIGHTS AND RESPONSIBILITIES OF ALL THOSE INVOLVED IN THE PUBLIC EDUCATION OF CHILDREN. FROM LAWS ABOUT ATTENDANCE IN SCHOOL, TO LAWS ABOUT FINANCES OF SCHOOLS, EVERY STATE SYSTEM HAS BUILD IN CERTAIN BASIC GUARANTEES LIMITS, AND CHECKING OR EVALUATING MEASURES.

BUT LAWS CANNOT SPECIFY DOWN TO THE SMALLEST DETAILS PRECISELY HOW A PUBLIC SCHOOL WILL BE OPERATED. POLICY GUIDELINES DEVELOPED IN EACH STATE MUST HELP FILL IN THE INTERPRETATION OF LAWS.

42

State Department of Education

THE STATE DEPARTMENT OF EDUCATION IS THE GOVERNING AUTHORITY FOR A STATE'S SYSTEM OF PUBLIC SCHOOLS. IT IS THE STATE DEPARTMENT'S JOB TO DETERMINE POLICY FOR THE OVERALL DIRECTION AND MANAGEMENT OF PUBLIC SCHOOLS.

#43

"Hope these will be of help"

MANY STATE DEPARTMENTS OF EDUCATION, FOR EXAMPLE, PUBLISH MINIMUM EDUCATIONAL GOALS FOR EACH GRADE LEVEL, OR FOR EACH OF THE MANY SUBJECT AREAS THAT THE STATE WANTS TO GUARANTEE INSTRUCTION IN.

OFTEN, THE STATE DEPARTMENT APPOINTS SPECIAL COMMITTEES OF EDUCATORS FROM THROUGHOUT THE STATE, TO DETERMINE OR UPDATE EDUCATIONAL GUIDELINES LIKE THIS. COPIES OF MANY KINDS OF GUIDELINES FOR INSTRUCTION ARE AVAILABLE TO ADMINISTRATORS AND TEACHERS IN ALL THE PUBLIC SCHOOLS. IN ADDITION, SUCH STATE GUIDES ARE PUBLIC DOCUMENTS, OPEN TO ALL WHO WISH TO KNOW WHAT THEY CONTAIN

TO SEE THAT EDUCATIONAL POLICY IS IMPLEMENTED, STATE DEPARTMENTS OF EDUCATION ALSO HAVE THE RESPONSIBILITY AND AUTHORITY TO ACCREDIT SPECIFIC SCHOOLS. TO BE ACCREDITED BY THE STATE, SCHOOLS MUST MEET CERTAIN STANDARDS, FOR INSTANCE, HAVING A CERTIFIED TEACHING STAFF, A PARTICULAR NUMBER OF LIBRARY BOOKS AVAILABLE FOR STUDENTS, A CERTAIN AMOUNT OF INSTRUCTIONAL TIME GIVEN TO VARIOUS SUBJECT AREAS. HEALTH AND SAFETY REQUIREMENTS MUST BE MET, AMONG MANY OTHER KINDS OF STANDARDS.

#45

School Board Meeting

ALONG WITH THE STATE DEPARTMENT OF EDUCATION, LOCAL PUBLIC SCHOOL BOARDS ARE LEGALLY ESTABLISHED BODIES WHICH MUST MAKE AND OVERSEE THE IMPLEMENTATION OF POLICY IN LOCAL SCHOOLS. THE LOCAL BOARD MUST SEE THAT THE WILL OF THE RESIDENTS OF THE SCHOOL DISTRICT IS REPRESENTED IN THE SCHOOLS. THE SCHOOL ADMINISTRATOR'S RESPONSIBILITY IS TO CARRY OUT POLICY AS DIRECTED BY THE BOARD. IN THE FORMAL AND LEGAL SENSE, A SCHOOL ADMINISTRATOR MAY RECOMMEND CERTAIN POLICY TO THE SCHOOL BOARD FOR APPROVAL, BUT THE BOARD MUST CARRY OUT ITS RESPONSIBILITY BY VOTING ON SUCH MATTERS. THIS IS THE ESSENCE OF WHAT HAS BEEN KNOW AS "LOCAL CONTROL" THROUGHOUT THE

#46

JOM Advisory Board

HISTORY OF PUBLIC EDUCATION IN THE UNITED STATES.

46

JOM Advisory Board

INDIAN PEOPLE HAVE BECOME ACTIVE IN LOCAL ADVISORY BOARDS, MUCH LIKE LOCAL SCHOOL BOARDS, WHERE JOHNSON O'MALLEY FUNDS ARE ISSUED TO A SCHOOL. IT IS BUREAU OF INDIAN AFFAIRS POLICY TO HELP ESTABLISH THESE LOCAL ADVISORY BOARDS. THE RESPONSIBILITY OF THE INDIAN ADVISORY BOARDS IS TO MEET WITH THE LOCAL SCHOOL BOARD TO PLAN, REVIEW, AND EVALUATE PROGRAMS, AND AUDIT THE EXPENDITURE OF FUNDS RECEIVED BY THE SCHOOL DISTRICT FOR EDUCATING THE ELIGIBLE INDIAN CHILDREN. TO HELP PARENTS

ON THESE BOARDS, A HANDBOOK HAS BEEN PREPARED. IT IS CALLED THE HANDBOOK FOR JOM ADMINISTRATORS, AND IT IS AVAILABLE FROM YOUR AREA OFFICE

47

Policy Handbook

SOME QUESTIONS THAT WOULD BE USEFUL TO ASK ABOUT YOUR LOCAL SITUATION ARE:

IS LOCAL SCHOOL POLICY WRITTEN AND AVAILABLE TO LOCAL ADMINISTRATOR, AND CONCERNED PARENTS AS WELL?

IS POLICY BEING IMPLEMENTED, AS DIRECTED BY THE LOCAL SCHOOL BOARD?

DO ADMINISTRATORS AND TEACHERS IN LOCAL SCHOOLS HAVE COPIES OF STATE GUIDES FROM THE STATE DEPARTMENT OF EDUCATION?

ARE THESE GUIDES BEING USED?

IN GENERAL, HOW DO LOCAL SCHOOL BOARDS IN YOUR STATE GO ABOUT THE JOB OF DETERMINING AND SUPERVISING THE IMPLEMENTATION OF POLICY IN LOCAL SCHOOLS? WHAT LAWS MUST THEY FOLLOW?

BY NUMBER FOUR ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION.

48

"Along with the State Board...."

ALONG WITH THE STATE BOARD OF EDUCATION AND STATE DEPARTMENT OF EDUCATION, WHO HAS THE LEGAL RESPONSIBILITY FOR POLICY DETERMINATION FOR PUBLIC SCHOOLS?

A. LOCAL SCHOOL ADMINISTRATORS
B. LOCAL DISTRICT SCHOOL BOARDS
C. STATE LEGISLATURE

49

Answer:

B. Local District School Boards

ANSWER "B" IS MOST CORRECT. THE STATE LEGISLATURE PROVIDES THE FRAMEWORK OF SCHOOL LAW WHICH STATE DEPARTMENTS OF EDUCATION AND LOCAL SCHOOL BOARDS MUST FOLLOW IN DETERMINING POLICY, BUT IT IS THE JOB OF THE STATE DEPARTMENT AND THE LOCAL BOARDS TO DECIDE WHAT POLICY WILL BE, WITHIN THE LEGAL BOUNDARIES SET BY THE LEGISLATURE. LOCAL SCHOOL ADMINISTRATORS ARE RESPONSIBLE TO THE SCHOOL BOARDS WHICH HIRE THEM. THEY MAY RECOMMEND POLICY TO THE LOCAL BOARDS, BUT MUST ABIDE BY THE DECISIONS THE LOCAL BOARDS MAKE.

ONE PART OF OPERATING A PUBLIC SCHOOL IS PROVIDING A SCHOOL LUNCH PROGRAM. MOST SCHOOLS MAKE SUCH A PROGRAM AVAILABLE TO THE CHILDREN ENROLLED IN THE SCHOOL.

HOW IS THIS HANDLED IN A PUBLIC SCHOOL?

50

Cafeteria Scene

PUBLIC SCHOOLS ARE ELIGIBLE FOR FINANCIAL ASSISTANCE FOR STUDENT FOOD PROGRAMS THROUGH THE UNITED STATES DEPARTMENT OF AGRICULTURE'S NATIONAL SCHOOL LUNCH PROGRAM.

FREE SCHOOL LUNCHES, OR LUNCHES AT A REDUCED PRICE ARE AVAILABLE, TO SOME CHILDREN IN THE USDA SCHOOL LUNCH PROGRAM. THE DEPARTMENT HAS ESTABLISHED GUIDELINES FOR ELIGIBILITY. FAMILY INCOME AND THE NUMBER OF SCHOOL CHILDREN IN A FAMILY ARE CONSIDERED IN DECIDING WHAT CHILDREN ARE ELIGIBLE. OTHER FACTORS ARE ALSO CONSIDERED.

51

"School Lunch Policy"

LOCAL SCHOOL AUTHORITIES MUST PUBLISH THE SCHOOL LUNCH POLICY AND APPLY THE ELIGIBILITY STANDARDS FAIRLY TO ALL CHILDREN, ACCORDING TO FEDERAL LAW. THIS LAW IS PUBLIC LAW 91-248. THE USDA HAS REVISED ELIGIBILITY STANDARDS. THESE BECAME EFFECTIVE DURING THE 1974-75 SCHOOL YEAR.

IN ADDITION TO THE SCHOOL LUNCH PROGRAM ASSISTANCE, SOME SCHOOL DISTRICTS ARE ELIGIBLE FOR A FREE BREAKFAST PROGRAM THROUGH THE UNITED STATES DEPARTMENT OF AGRICULTURE.

JOHNSON O'MALLEY FUNDS, ONCE USED EXTENSIVELY FOR SCHOOL LUNCHES FOR INDIAN CHILDREN, HAVE BEEN PHASED OUT OVER A THREE-YEAR PERIOD BEGINNING IN 1970. THE USDA SIGNED AN AGREEMENT WITH THE BUREAU OF INDIAN AFFAIRS THEN TO PROVIDE FREE LUNCHES TO ELIGIBLE INDIAN CHILDREN AFTER THE PHASE-OUT PERIOD.

52

USDA & State Department Menus

AS FOR THE KIND OF MEALS SERVED AT A PUBLIC SCHOOL, NUTRITIONAL STANDARDS AND SUGGESTED MENU PLANS ARE AVAIALBLE FROM THE UNITED STATES DEPARTMENT OF AGRICULTURE, AS WELL AS FROM STATE HEALTH OR EDUCATION DEPARTMENTS. SCHOOL CAFETERIAS ARE REQUIRED TO FOLLOW AN APPROVED SET OF NUTRITIONAL STANDARDS AS WELL AS SAFETY AND SANITATION STANDARDS.

#53

Nutritionist

IN LARGER SCHOOL DISTRICTS, WITH MORE THAN ONE SCHOOL, THERE IS OFTEN A TRAINED DIETITIAN OR NUTRITIONIST ON THE CENTRAL DISTRICT SUPERINTENDENT'S STAFF. THROUGH THIS PERSON, SUGGESTED MENUS ARE DISTRIBUTED REGULARLY TO ALL SCHOOLS WITHIN THE DISTRICT, AND EVALUATION OF SCHOOL LUNCH PROGRAMS MAY TAKE PLACE UNDER THE DIRECTION OF SUCH A TRAINED DIETITIAN OR NUTRITIONIST.

BY NUMBER FIVE ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION.

#54

"Money for free or reduced...."

MONEY FOR FREE OR REDUCED PRICE LUNCHES AND FREE BREAKFASTS COMES FROM:

A. UNITED STATES DEPARTMENT OF AGRICULTURE
B. JOHNSON O'MALLEY FUNDS
C. STATE DEPARTMENT OF EDUCATION

#55

Answer:

A. U.S. Department of Agriculture

ANSWER "A" FOR THE UNITED STATES DEPARTMENT OF AGRICULTURE IS THE CORRECT ANSWER. JOHNSON O'MALLEY FUNDING FOR SCHOOL LUNCH PROGRAMS HAS BEEN PHASED OUT, AND THE USDA HAS AGREED TO PROVIDE FOR THE FREE OR REDUCED-PRICE LUNCH PROGRAM FOR ELIGIBLE CHILDREN.

#56

School Bus

ANOTHER SERVICE MANY PUBLIC SCHOOLS PROVIDE IS TRANSPORTATION FOR CHILDREN.

HOW ARE TRANSPORTATION SERVICES PROVIDED?

MOST STATES GIVE FINANCIAL ASSISTANCE TO SCHOOL DISTRICTS WHICH PROVIDE FREE TRANSPORTATION TO STUDENTS.

#57

Landscape with Bus Route Sign

THE AMOUNT OF THIS STATE ASSISTANCE IS USUALLY DETERMINED BY THE NUMBER, TYPE, AND SIZE OF SCHOOL BUSES USED IN A DISTRICT. THE AMOUNT OF MONEY ALSO DEPENDS ON THE LENGTH OF SCHOOL BUS ROUTES. SOME STATES PLACE LIMITATIONS ON DISTANCES THAT STUDENTS CAN BE BUSSED, BOTH THE SHORTEST AND THE LONGEST DISTANCES. FOR INSTANCE, IF CHILDREN LIVE WITHIN A HALF-MILE OF THE SCHOOL, THEY MIGHT NOT BE OFFERED FREE BUS TRANSPORTATION.

58

Yahzie Transportation Company

A QUESTION TO ASK IN YOUR STATE WOULD BE ABOUT THE AVAILABILITY OF STATE AID FOR TRANSPORTATION AND THE LEGAL DISTANCES THAT SCHOOL BUSES CAN CARRY STUDENTS.

MOST STATES PERMIT SCHOOL DISTRICTS TO CONTRACT FOR SCHOOL BUS SERVICE. THAT IS, A LOCAL COMPANY COULD BE HIRED ON A CONTRACT BASIS TO PROVIDE THE BUSES, DRIVERS, MAINTENANCE AND SO FORTH.

59

Motor Vehicle Officer kicking tire

BUT WHETHER A SCHOOL DISTRICT CONTRACTS FOR THESE SERVICES OR PROVIDES THEM DIRECTLY, THERE ARE HEALTH AND SAFETY STANDARDS THAT THE BUSES AND THE DRIVERS MUST MEET. THE STATE DEPARTMENT OF MOTOR VEHICLES, AS WELL AS OTHER AGENCIES, USUALLY CONTROL THESE STANDARDS.

60

Indian students getting on bus.

IN ADDITION TO STATE FINANCIAL ASSISTANCE FOR STUDENT TRANSPORTATION, JOHNSON O'MALLEY MONEY MAY ALSO BE USED FOR SPECIAL TRANSPORTATION FOR INDIAN CHILDREN WHOSE PARENTS ARE UNABLE TO PROVIDE TRANSPORTATION.

THIS MONEY IS TO BE USED FOR TRANSPORTATION TO EXTRA CURRICULAR EVENTS, WHEN WITHOUT IT CHILDREN WOULD NOT BE ABLE TO FULLY PARTICIPATE IN THESE EVENTS OR ACTIVITIES.

61

Maintenance Materials

ANOTHER BASIC CONSIDERATION IN PUBLIC SCHOOL OPERATION IS MAINTENANCE AND CONSTRUCTION OF THE BUILDINGS AND GROUNDS, CARE OF THE PHYSICAL PLANT IN GENERAL.

HOW IS MAINTENANCE OF THE BUILDINGS AND GROUNDS HANDLED IN A PUBLIC SCHOOL?
HOW DOES A FEDERAL SCHOOL FACILITY BECOME PART OF A PUBLIC SCHOOL SYSTEM?
MONEY FOR OVERALL PLANT MAINTENANCE AND OPERATION IS ASKED FOR AND ALLOTTED ON THE SAME BASIS AND THROUGH THE SAME CHANNELS AS MONEY FOR THE WHOLE SCHOOL PROGRAM.

62

District Trucks

IN LARGE SYSTEMS, A PLANT MAINTENANCE STAFF MAY BE SUPERVISED DIRECTLY BY THE DISTRICT SUPERINTENDENTS OFFICE. IN SMALLER SYSTEMS, WITH ONE SCHOOL, THE MAINTENANCE STAFF WILL PROBABLY BE SUPERVISED DIRECTLY BY THE SCHOOL ADMINISTRATOR. ALL THE SAME REQUIREMENTS AND RESPONSIBILITIES AS APPLY TO ANY PUBLIC SCHOOL IN THE STATE WOULD APPLY TO A FEDERAL SCHOOL PLANT WHICH IS TURNED OVER TO A PUBLIC SCHOOL DISTRICT.

HOW DOES THIS TRANSFER COME ABOUT?

63

BIA official with key

WHERE INDIAN COMMUNITIES DECIDE TO CHANGE THEIR FEDERAL BIA SCHOOL TO A PUBLIC SCHOOL OPERATION, A TRANSFER OF TITLE TO ALL OR PART OF THE FEDERAL FAICLITIES TO A PUBLIC SCHOOL DISTRICT MAY BE AUTHORIZED.

64

"We may need this back after awhile."

FEDERAL PROPERTY, EQUIPMENT, AND FURNISHINGS MAY ALSO BE TURNED OVER TO A PUBLIC SCHOOL SYSTEM FOR USE UNDER A REVOCABLE PERMIT. A SAMPLE OF SUCH A PERMIT IS ONE OF THE WRITTEN DOCUMENTS ACCOMPANYING THIS PROGRAM.

65

"Can we form a new school district?"

THE PROCEDURES FOR BECOMING PART OF AN ALREADY EXISTING SCHOOL DISTRICT IN THE STATE OR FOR FORMING A NEW AND SEPARATE PUBLIC SCHOOL DISTRICT ARE DETAILED IN THE SCHOOL CODE OF THE STATE. BECAUSE THE DETAILS OF THE PROCEDURES MAY DIFFER FROM ONE STATE TO ANOTHER, IT IS NOT PRACTICAL TO DESCRIBE EXACTLY WHAT STEPS ARE NECESSARY HERE. IN GENERAL, GOOD INFORMATION FROM THE STATE SCHOOL CODE, AND CONCERN ON THE PART OF LOCAL RESIDENTS ARE TWO VITAL INGREDIENTS IN THE PROCESS.

66

New School
PL 81-815

IN THE MATTER OF CONSTRUCTING NEW PUBLIC SCHOOL FACILITIES, THERE IS FEDERAL MONEY AVAILABLE FOR SCHOOL DISTRICTS WHICH EDUCATE INDIAN CHILDREN WHOSE PARENTS LIVE ON INDIAN TRUST LAND. THIS MONEY IS AUTHORIZED THROUGH SECTION 14 OF PUBLIC LAW 81-815. THE BUREAU OF INDIAN AFFAIRS MAY NOT REQUEST MONEY FOR CONSTRUCTING PUBLIC SCHOOL FACILITIES AS PART OF THE BIA BUDGET UNLESS THERE IS A SPECIFIC AGREEMENT AND THE PROPERTY IS FEDERAL. BUT THERE HAVE BEEN INSTANCES IN WHICH CONGRESS HAS INCLUDED FUNDS FOR PUBLIC SCHOOL CONSTRUCTION AS A SPECIAL ADD-ON ITEM IN THE BIA BUDGET.

BY NUMBER SIX ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION:

#67

"Who must approve the...."

WHO MUST APPROVE THE BUDGET REQUESTS AND THE STAFF HIRING AND DISMISSAL IN THE MATTER OF OVERALL MAINTENANCE AND OPERATION OF A PUBLIC SCHOOL FACILITY?

A. THE LOCAL PRINCIPAL OR SUPERINTENDENT
B. THE BUREAU OF INDIAN AFFAIRS
C. THE PUBLIC SCHOOL DISTRICT SCHOOL BOARD

#68

Answer:

C. The Public..."

ANSWER "C" FOR THE SCHOOL BOARD, IS CORRECT. THE BIA PERSONNEL AND BUDGET POLICIES APPLY TO FEDERAL SCHOOLS NOT PUBLIC SCHOOLS. THE PUBLIC SCHOOL PRINCIPAL OR SUPERINTENDENT IS GENERALLY IN CHARGE OF RECOMMENDING BUDGET REQUESTS AND JOB APPLICANTS, BUT THE LOCAL SCHOOL BOARD MUST VOTE TO APPROVE THEM, OR NOT, AS THE BOARD SEES FIT. THE BOARD'S DECISION-MAKING MUST ALWAYS BE WITHIN THE LEGAL FRAMEWORK ESTABLISHED BY THE STATE LEGISLATURE.

BY NUMBER SEVEN ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION.

#69

"In what document can you..."

IN WHAT DOCUMENT CAN YOU FIND THE PROCEDURES FOR ESTABLISHING A NEW SHCOOL DISTRICT OR FOR BECOMING PART OF AN EXISTING SCHOOL DISTRICT?

A. THE STATE'S SCHOOL CODE
B. THE BUREAU OF INDIAN AFFAIRS MANUAL
C. THE CODE OF FEDERAL REGULATIONS.

#70

Answer:

A. The States..."

IF YOU WISH TO INVESTIGATE BECOMING A PUBLIC SCHOOL DISTRICT, OR PART OF A PUBLIC SCHOOL DISTRICT, YOUR STATE'S SCHOOL CODE IS THE MOST APPROPRIATE DOCUMENT TO REVIEW. LETTER "A" IS THE CORRECT ANSWER. THE SCHOOL OPERATION, WHILE PUBLIC SCHOOLS ARE STATE OPERATIONS.

#71

"Who is responsible for staff?"

UP TO THIS POINT WE HAVE PRESENTED INFORMATION ABOUT SOME OF THE BASIC ASPECTS OF OPERATING A PUBLIC SCHOOL. CERTAIN LEGAL ASPECTS AND PROCEDURES HAVE BEEN PRESENTED. THE BUDGET SYSTEM, FOOD PROGRAM, TRANSPORTATION, AND CARE AND CONSTRUCTION OF THE PHYSICAL PLANT HAVE BEEN MENTIONED.

BUT WHAT ABOUT THE PEOPLE WO WORK IN THE SCHOOL, THE ADMINISTRATORS AND TEACHERS, THE CLERICAL WORKERS? WHO HIRES THEM? WHO SUPERVISES THEM? WHO ESTABLISHES THE QUALIFICATIONS THEY MUST MEET? WHO DECIDES WHAT THE SALARIES WILL BE?

72

Recommendations to School Board

THE ROLE OF THE LOCAL DISTRICT SCHOOL BOARD HAS BEEN REFERRED TO OFTEN THROUGHOUT THIS PROGRAM. IT IS THE LEGAL RESPONSIBILITY OF THIS BOARD TO HIRE, AND DISMISS, IF NECESSARY, THE ADMINISTRATORS, TEACHERS, AND OTHERS WHO WORK IN THE SCHOOL. THE PROCEDURES THE SCHOOL BOARD MUST FOLLOW ARE DESCRIBED BY STATE SCHOOL LAWS IN EACH STATE IN THE COUNTRY. IN COME COMMUNITIES, PEOPLE SEE THE SCHOOL BOARD'S MAIN RESPONSIBILITY AS THAT OF SELECTING AND HIRING THE LOCAL SUPERINTENDENT AND PRINCIPALS FOR THE SCHOOL DISTRICT. WHEN THIS IS THE CASE, THE SCHOOL BOARD MUST HIRE ADMINISTRATORS WHO THEY BELIEVE WILL DO A GOOD JOB OF INTERVIEWING AND RECOMMENDING.

73

"All in favor of hiring Flash..."

IT IS STILL THE ROLE OF THE SCHOOL BOARD TO HIRE AND DISMISS SCHOOL PERSONNEL. ONCE HIRED, THE SUPERINTENDENT MUST ACCOUNT TO THE SCHOOL BOARD IN CARRYING OUT THE POLICIES AND RESPONSIBILITIES DESIGNATED BY THE CONTRACT HE HAS SIGNED WITH THE BOARD.

74

"We'll now have the reports of the supervisors."

SCHOOL PRINCIPALS WORKING UNDER THE SUPERINTENDENT REPORT TO THE SUPERINTENDENT AS THEY CARRY OUT THE RESPONSIBILITIES ASSIGNED TO THEM WHEN THEY SIGN A CONTRACT WITH THE SCHOOL BOARD. IN SOME SCHOOL DISTRICTS, THERE ARE VICE-PRINCIPALS, CURRICULUM DIRECTORS, AND SPECIAL PROGRAM COORDINATORS. ALL SUCH STAFF MEMBERS USUALLY REPORT TO THE PRINCIPAL, OR SUPERINTENDENT DEPENDING ON THE SCHOOLS ADMINISTRATIVE STRUCTURE.

75

Miss Shapely receiving her certificate.

QUALIFICATIONS FOR PEOPLE ON THE PROFESSIONAL STAFF--PRINCIPALS, TEACHERS AND OTHERS--ARE ESTABLISHED BY THE STATE. MOST STATES REQUIRE THAT THESE PEOPLE HOLD A VALID STATE CERTIFICATE FOR THE PARTICULAR JOBS THEY ARE HIRED TO PERFORM. A CERTIFIED STAFF INDICATES THAT ALL THE INSTRUCTIONAL ADMINISTRATIVE PEOPLE HAVE SUCCESSFULLY STUDIED CERTAIN COURSES IN COLLEGE,

HAVE GAINED EXPERIENCE RELEVANT TO THEIR JOB ASSIGNMENTS, HAVE PASSED BASIC HEALTH EVALUATIONS, AND ARE, IN GENERAL, AT LEAST MINIMALLY QUALIFIED IN THE WAYS THE STATE REQUIRES. AS MENTIONED BEFORE, A CERTIFIED STAFF IS IMPORTANT IN GAINING AN KEEPING SCHOOL ACCREDITATION, AS AWARDED BY THE STATE'S DEPARTMENT OF EDUCATION.

76

"We are please to extend your contract for another year."

IN GENERAL, CONTRACTS WITH CERTIFIED STAFF MEMBERS ARE RENEWED EACH YEAR, UNLESS THEY ARE TERMINATED. IN SOME CASES, SUPERINTENDENTS AND SOME OTHER ADMINISTRATIVE PERSONNEL MAY SIGN CONTRACTS FOR LONGER PERIODS OF TIME, THREE YEARS, FOR EXAMPLE.

77

Meadow view salary scale

SALARY LEVELS ARE ESTABLISHED BY THE LOCAL SCHOOL BOARD. A STANDARD BASIC SALARY IS SET FOR EACH OF THE KINDS OF JOBS IN A SCHOOL. INCREASES IN SALARIES ARE USUALLY GRANTED ANUALLY, DEPENDING ON JOB PERFORMANCE AND OTHER FACTORS.

SALARY DETERMINATION IS OBVIOUSLY NOT A CUT AND DRIED MATTER, BUT RATHER A MATTER OF CONTINUAL APPRAISAL OF THE COST OF LIVING, INCREASED DEMANDS IN TERMS OF PROFESSIONAL QUALIFICATIONS, AND MANY OTHER FACTORS.

IN ADDITION, SOME COMMUNITIES WHICH OFFER LITTLE BY WAY OF CONVENIENT SERVICES, ACCESS TO A VARIETY OF RECREATIONAL ACTIVITY OR LIVING CONDITIONS IN GENERAL, MAY COMPENSATE THE PROFESSIONAL STAFF WITH SLIGHTLY HIGHER SALARIES THAN COMMUNITIES WHICH HAVE A GREAT DEAL TO OFFER BEYOND THE JOB ITSELF.

USEFUL QUESTIONS TO ASK IN YOUR STATE WOULD BE:

HOW DO SALARY SCHEDULES COMPARE WITH ONE ANOTHER IN THE DIFFERENT SCHOOL DISTRICTS?

IN WHAT WAYS HAVE LOCAL SCHOOL BOARDS IN YOUR STATE BEEN ACTIVE IN DETERMINING WORKABLE ADMINISTRATIVE AND INSTRUCTIONAL STAFF PATTERNS IN PUBLIC SCHOOLS?

BY NUMBER EIGHT ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION:

#78

"Qualifications for a school's..."

QUALIFICATIONS FOR A SCHOOL'S PROFESSIONAL EMPLOYEES ARE USUALLY ESTABLISHED BY:

A. THE SUPERINTENDENT
B. THE STATE
C. THE LOCAL SCHOOL BOARD

#79

Answer:

B. The State

ANSWER "B" FOR THE STATE, IS THE MOST APPROPRIATE. QUALIFICATIONS FOR PROFESSIONAL SCHOOL STAFF MEMBERS ARE USUALLY ESTABLISHED AT THE STATE LEVEL, IN THE STATE DEPARTMENT OF EDUCATION. IN HIRING EMPLOYEES, INCLUDING THE SUPERINTENDENT AND PRINCIPALS, THE LOCAL SCHOOL BOARD MUST SEE THAT THESE QUALIFICATIONS ARE MET.

#80

Principal at desk

UP TO THIS POINT, LITTLE HAS BEEN SAID OF THE MAJOR PURPOSE FOR WHICH PUBLIC SCHOOLS EXIST--THE PURPOSE OF PROVIDING AN EDUCATIONAL PROGRAM FOR STUDENTS.

ANYONE WHO HAS ATTENDED MORE THAN ONE SCHOOL, OR WHO HAS VISITED IN MORE THAN ONE SCHOOL KNOWS THAT PUBLIC SCHOOLS CAN BE AS DIFFERENT IN INSTRUCTIONAL DESIGN AS THEY ARE IN ARCHITECTURAL DESIGN.

THESE DIFFERENCES ARE INFLUENCED BY MANY FACTORS INCLUDING THE PRINCIPAL'S BACKGROUND AND EDUCATIONAL VIEWS AND THE AVAILABILITY OF FEDERAL COMPENSATORY EDUCATION MONEY LIKE TITLE I AND TITLE VII.

#81

State School Laws

STATE EDUCATIONAL LAWS, INTERPRETED INTO POLICY BY THE STATE DEPARTMENT OF EDUCATION, EXIST IN EVERY STATE AS INFLUENCES ON LOCAL SCHOOL PROGRAMS. THE STATE LEVEL IS GENERALLY CONCERNED WITH ESTABLISHING MINIMUMS:

ALL CHILDREN MUST GO TO SCHOOL...THEY MUST ATTEND FOR A CERTAIN LENGTH OF TIME EACH YEAR...THEIR INSTRUCTION MUST INCLUDE CERTAIN COURSES...TAUGHT BY TEACHERS WHO HAVE HAD A PARTICULAR KIND OF TRAINING.

TO GUARANTEE AS BEST AS POSSIBLE THAT CHILDREN WILL HAVE AT LEAST A STANDARD BASIC SET OF SKILLS AND KNOWLEDGE, MOST STATE DEPARTMENTS OF EDUCATION PUBLISH EDUCATIONAL GOALS TO BE USED IN THE SCHOOLS.

WHATEVER THE INFLUENCES ON A PARTICULAR PUBLIC SCHOOL, IT TAKES A CONCERNED SCHOOL BOARD OF PEOPLE WHO ARE WILLING TO ASK QUESTIONS ABOUT WHAT IS GOING ON IN A SCHOOL, AND WHO ARE LIABLE TO RECOGNIZE SATISFACTORY ANSWERS.

A MAIN POINT TO BEAR IN MIND, NO MATTER WHAT THE INFLUENCES ARE ON A SCHOOL INSTRUCTIONAL PROGRAM, IS THAT THE TOTAL INSTRUCTIONAL PROGRAM SHOULD ADD UP TO CERTAIN EDUCATIONAL OUTCOMES FOR THE CHILDREN.

THESE SHOULD BE GENERAL OUTCOMES AGREED UPON AS DESIRABLE, BY PARENTS, EDUCATORS, AND THE COMMUNITY IN GENERAL, AS REPRESENTED BY THE SCHOOL BOARD.

#83

"The University says Jane isn't prepared."

A SCHOOL ADMINISTRATOR SHOULD BE ABLE TO REPORT TO THE COMMUNITY PERIODICALLY ON THE ACHIEVEMENT OF THESE OUTCOMES BY THE CHILDREN. PARENTS SHOULD BE ABLE TO ASK:

WHAT ARE THE GOALS THIS SCHOOL HAS IN MIND AND ON PAPER FOR MY CHILDREN TO ACHIEVE? DO ALL THE TEACHERS KNOW WHAT THESE GOALS ARE? DO THE ADMINISTRATORS AND TEACHERS PLAN FOR THE KIND OF DAILY INSTRUCTION AND LEARNING EXPERIENCE THAT WILL MOST LIKELY HELP MY CHILD ACHIEVE THESE LONG-RANGE GOALS? IF CHILDREN ARE NOT ACHIEVING WORTHY GOALS TO A DEGREE THAT SATISFIES THE PARENTS OR THE SCHOOL STAFF, PARENTS SHOULD EXPECT SERIOUS ANSWERS TO QUESTIONS LIKE:

WHAT ARE PEOPLE WITHIN THE SCHOOL DOING TO IMPROVE MY CHILD'S CHANCES OF SUCCESS?

#84

"But Mr. Brown, Jane didn't take the Science Program her counselor advised."

A SCHOOL CANNOT BE EXPECTED TO TAKE ALL THE RESPONSIBILITY FOR WHAT A CHILD BECOMES, OR FOR WHAT A PARENT WISHES A CHILD TO BECOME. A CHILD'S HOME LIFE, HIS PARENTS INTEREST, HIS SCHOOL ATTENDANCE RECORD, AND MANY OTHER FACTORS MUST SHARE IN THIS RESPONSIBILITY. THE EDUCATIONAL EXPECTATIONS THE SCHOOL HOLDS FOR THE CHILDREN IT SERVES MUST BE REALISTIC. A SCHOOL HAS TO HAVE GOALS IT CAN REASONABLY EXPECT CHILDREN TO ACHIEVE THROUGH WHAT GOES ON WITHIN THE SCHOOL PROGRAM.

#85

State Goals and State Policies

IN TERMS OF LEGAL RESPONSIBILITY, A SCHOOL PRINCIPAL IS HELD RESPONSIBLE FOR THE OVERALL INSTRUCTIONAL PROGRAM. TEACHERS, IN PLANNING AND IMPLEMENTING A SCHOOL PROGRAM, MUST DO SO WITHIN THE FRAMEWORK OF POLICIES ESTABLISHED BY THE STATE AND THE LOCAL SCHOOL DISTRICT BOARD. THEY MUST ALSO WORK WITHIN THE FRAMEWORK OF POLICY INTERPRETATION PROVIDED BY THE SCHOOL PRINCIPAL AND SUPERINTENDENT.

WHILE MOST STATE DEPARTMENTS ARE CONSCIENTIOUS AND EFFICIENT IN PROMOTING GOOD INSTRUCTIONAL PROGRAMS, A FEW MAY LACK WELL DEFINED LONG-RANGE PLANS AND GOALS. THIS IS A MATTER TO FIND OUT ABOUT IN YOUR STATE, BY ASKING BASIC QUESTIONS LIKE THOSE YOU ASK ABOUT A LOCAL SCHOOL. HAS THE STATE SPECIFIED ANY LONG-RANGE EDUCATIONAL GOALS? DO ALL THE TEACHERS AND ADMINISTRATORS HAVE COPIES OF THESE? HAVE THEY BEEN REVIEWED AND BROUGHT UP TO DATE? HOW DOES THE STATE DEPARTMENT GO ABOUT PROMOTING ACHIEVEMENT OF THESE GOALS WITHIN THE PUBLIC SCHOOLS?

#86

Board and School Administrator

THE FINAL QUESTION TO BE CONSIDERED IN THIS PART OF THE PROGRAM IS:

WHAT KINDS OF NEGOTIATIONS WILL A COMMUNITY HAVE TO BE PREPARED FOR, IF IT SELECTS THE PUBLIC SCHOOL AS A MANAGEMENT OPTION?

NEGOTIATIONS AT THE COMMUNITY LEVEL ARE GENERALLY THE RESPONSIBILITY OF THE LOCAL SCHOOL BOARD WORKING WITH SCHOOL ADMINISTRATORS AND STAFF.

COMMUNITY MEMBERS WHO BECOME MEMBERS OF A LOCAL SCHOOL BOARD WILL HAVE THE FOLLOWING GENERAL NEGOTIATING TASKS. NEGOTIATIONS WILL BE NECESSARY FOR:

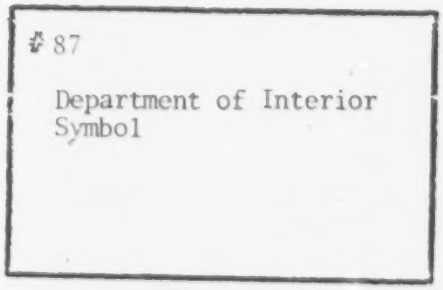
ESTABLISHING SCHOOLS
BUILDING SCHOOL FACILITIES
HIRING AND DISMISSAL OF THE DISTRICT SUPERINTENDENT OF SCHOOLS, AND OTHER SCHOOL PERSONNEL

ESTABLISHING POLICY TO GOVERN AND MANAGE THE LOCAL SCHOOLS
RAISING AND ALLOTTING MONEY FOR SCHOOLS

IN THE EVENT AN INDIAN COMMUNITY WISHES TO ESTABLISH A NEW SCHOOL DISTRICT OR BECOME PART OF AN EXISTING ONE, NEGOTIATIONS MUST BE CONDUCTED WITH THE SCHOOL BOARD OF THE EXISTING DISTRICT OF WHICH THE COMMUNITY IS A PART, AS WELL AS WITH STATE LEVEL EDUCATION AGENCIES.

YOU HAVE BEEN PRESENTED WITH INFORMATION ABOUT MANY ASPECTS OF THE PUBLIC SCHOOL AS A MANAGEMENT OPTION. WHILE SOME QUESTIONS HAVE BEEN ANSWERED, MANY MORE HAVE BEEN RAISED.

PLEASE RAISE THESE QUESTIONS WITH THE MODERATOR OF THIS PRESENTATION.



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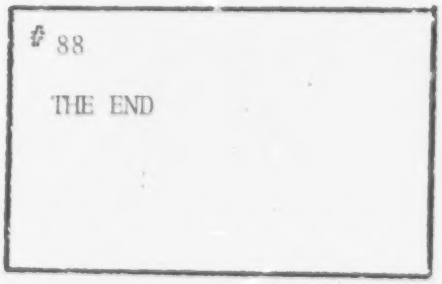

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MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 5
THE TRIBAL-PRIVATE SCHOOL: A MANAGEMENT OPTION

RESEARCH AND EVALUATION REPORT SERIES NO. 32.05

INDIAN EDUCATION RESOURCES CENTER
BUREAU OF INDIAN AFFAIRS
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0034

# 1 Department of Interior Symbol	MUSIC - FADE IN
# 2 Title Frame Part 5 Management Decisions in Indian Education	THIS IS THE FIFTH PROGRAM IN THE SERIES, "MANAGEMENT DECISIONS IN INDIAN EDUCATION".
# 3 Title Frame The Tribal-Private School: A Management Option	THIS PROGRAM IN THE SERIES IS CALLED "THE TRIBAL-PRIVATE SCHOOL: A MANAGEMENT OPTION". THE INFORMATION PRESENTED HERE HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS.
# 4 Secretary Commissioner Director of Education Programs	MUSIC - FADE IN
# 5a Credit Frame	MUSIC - CONTINUED

5b

Credit Frame

MUSIC - FADE OUT

6

Tribal-Private School Option

SOME INDIAN COMMUNITIES MAY WISH TO CONSIDER THE POSSIBILITY OF CHANGING THE FEDERAL SCHOOL THEIR NOW ATTEND TO A TRIBAL-PRIVATE SCHOOL. THIS KIND OF SCHOOL IS COMMONLY CALLED A CONTRACT SCHOOL.

WHAT IS A TRIBAL-PRIVATE, OR CONTRACT SCHOOL?

7

BIA Contracts Office

THIS IS A SCHOOL OPERATED UNDER A CONTRACT BETWEEN THE BUREAU OF INDIAN AFFAIRS AND A TRIBALLY RECOGNIZED ORGANIZATION. THE ORGANIZATION AGREES TO PROVIDE MANAGEMENT OF THE SCHOOL THROUGH A LOCAL SCHOOL BOARD. THE BUREAU OF INDIAN AFFAIRS AGREES TO PROVIDE ALL OR SOME FUNDING AND OTHER SUPPORT.

ONLY THOSE TRIBES THAT ARE RECOGNIZED AS ELIGIBLE FOR BIA SERVICES ARE ELIGIBLE FOR EDUCATION CONTRACT ARRANGEMENTS WITH THE BIA.

8

School with words like "Funding?", "Staffing?"

THE INFORMATION PRESENTED IN THIS PART OF THE PROGRAM WILL ENABLE YOU TO ANSWER A NUMBER OF QUESTIONS ABOUT A TRIBAL-PRIVATE OR CONTRACT SCHOOL: QUESTIONS CONCERNING SUCH MATTERS AS FUNDING, THE LEGAL BASIS FOR CONTRACTING, AND RESPONSIBILITY FOR ADMINISTRATION AND STAFFING, AS WELL AS OTHERS.

9

Audience

AGAIN, DURING THIS PART OF THE PROGRAM, WHEN YOU ARE ASKED TO PARTICIPATE PLEASE RESPOND ON THE RESPONSE SHEET YOU HAVE BEEN GIVEN. YOU NEED NOT PUT YOUR NAME ON THE RESPONSE SHEET.

10

Lawyer with book

WHAT IS THE LEGAL AUTHORITY THAT SAYS THE FEDERAL GOVERNMENT CAN CONTRACT THE MANAGEMENT AND OPERATION OF FEDERAL SCHOOLS.

11

Federal laws on contracting

THERE ARE TWO BASIC TYPES OF LAWS TO DISCUSS HERE. ONE TYPE DEALS WITH INDIAN PEOPLE AND THE UNITED STATES GOVERNMENT ENTERING INTO CONTRACTS TOGETHER. THE OTHER TYPE DEALS WITH THE PROCESS OF MAKING THOSE CONTRACTS.

12

Map of U. S.

BESIDES THESE TWO BASIC TYPES OF LAW, THERE ARE ALSO STATE LAWS AND REGULATIONS THAT AFFECT THE OPERATION OF PRIVATE SCHOOLS AND THE FORMATION OF CORPORATIONS.

13

BIA Contracting Office

ALONG WITH THESE LAWS, THERE IS BIA POLICY WHICH INTERPRETS AND SUPPORTS THE LEGAL AUTHORITY FOR CONTRACTS BETWEEN THE FEDERAL GOVERNMENT AND INDIAN PEOPLE.

IN THIS PART OF THE PROGRAM, THE LAWS, THE POLICY, AND CERTAIN CONDITIONS THAT INDIAN GROUPS MUST MEET TO MAKE CONTRACTING POSSIBLE WILL BE PRESENTED.

FIRST, LET'S LOOK AT BASIC FEDERAL LAWS THAT MAKE IT POSSIBLE FOR THE GOVERNMENT TO CONTRACT WITH INDIAN PEOPLE TO MANAGE SCHOOLS.

WHILE THERE ARE A NUMBER OF SUCH LAWS, GOING ALL THE WAY BACK TO 1834, THE TWO BASIC LAWS THAT PROVIDE THE AUTHORITY ARE:

ONE: THE SNYDER ACT OF 1921
TWO: THE BUY-INDIAN ACT OF 1910

#14

Snyder Act of 1921

THE SNYDER ACT IS THE OVERALL LEGAL AUTHORITY FOR THE BUREAU OF INDIAN AFFAIRS TO SPEND MONEY APPROPRIATED BY CONGRESS FOR THE EDUCATION OF INDIANS, AMONG OTHER SERVICES AND ASSISTANCE.

THIS ACT DOES NOT REFER SPECIFICALLY TO CONTRACTING FOR EDUCATION SERVICES. THE IMPORTANT PART OF IT LIES IN THE WORDS ABOUT THE RESPONSIBILITY FOR THE BUREAU OF INDIAN AFFAIRS TO "DIRECT, SUPERVISE, AND EXPEND SUCH MONEYS."

MORE ABOUT THE SNYDER ACT IS DESCRIBED IN THE UNITED STATES CODE, TITLE 25, A DOCUMENT THAT ALL BIA AREA DIRECTORS HAVE FOR YOUR REFERENCE.

#15

Buy-Indian Act of 1910

THE BUY-INDIAN ACT OF 1910 PROVIDES PROCEDURAL AUTHORITY FOR THE BIA TO NEGOTIATE WITH INDIAN PERSONS, TRIBES, OR GROUPS TO THE EXCLUSION OF NON-INDIANS.

#16

Act of 1908

BESIDES THESE TWO MAIN LAWS, THERE IS AN ACT OF CONGRESS FROM 1908, WHICH IS EXPLAINED IN THE BUREAU OF INDIAN AFFAIRS MANUAL. AS THE BIA MANUAL EXPLAINS, THIS 1908 ACT SAYS THAT THE COMMISSIONER OF INDIAN AFFAIRS, UNDER THE SECRETARY OF THE INTERIOR, WILL DIRECT THE TOTAL INDIAN SCHOOL PROGRAM THROUGHOUT THE NATION.

WE HAVE PRESENTED BRIEFLY THREE MAIN PARTS OF THE LEGAL AUTHORITY FOR CONTRACTS BETWEEN INDIAN PEOPLE AND THE GOVERNMENT. THESE PARTS ARE:

17

The Commissioner of Indian Affairs

ONE: THE COMMISSIONER OF INDIAN AFFAIRS IS LEGALLY RESPONSIBLE FOR ADMINISTERING INDIAN EDUCATION PROGRAMS.

#18 The Bureau of Indian Affairs	TWO: THE BUREAU OF INDIAN AFFAIRS IS LEGALLY AUTHORIZED TO DIRECT THE SPENDING OF MONEY APPROPRIATED BY CONGRESS FOR INDIAN EDUCATION, AMONG OTHER SERVICES.
#19 The Bureau of Indian Affairs is legally authorized to negotiate business...	THREE: THE BUREAU OF INDIAN AFFAIRS IS LEGALLY AUTHORIZED TO NEGOTIATE BUSINESS ARRANGEMENTS WITH INDIAN PERSONS, TRIBES OR GROUPS TO THE EXCLUSION OF NON-INDIANS. TWO OTHER FEDERAL LAWS DEAL WITH THE ACTUAL CONTRACTING PROCESS.
#20 Figure like Superman	ONE OF THESE IS THE FAMILIAR JOHNSON O'MALLEY ACT OF 1934, AS AMENDED IN 1936. THE OTHER IS AN ACT OF CONGRESS OF JUNE 30, 1834.
#21 Act of 1834	THE 1834 ACT SAYS THAT UNDER CERTAIN CONDITIONS AN INDIAN TRIBE MAY DIRECT THE ACTIVITIES OF BUREAU EMPLOYEES. THE JOHNSON O'MALLEY ACT IS ONE OF THE AUTHORITIES UNDER WHICH GROUPS, INCLUDING INDIANS, CAN PROVIDE EDUCATION SERVICES THROUGH CONTRACTING. COPIES OF BOTH OF THESE LAWS ARE PART OF THE SET OF DOCUMENTS WHICH ACCOMPANY THIS PROGRAM, FOR THOSE OF YOU WHO WISH TO EXAMINE THEM IN MORE DETAIL.
	YOU WILL PROBABLY ALL BE INTERESTED IN AT LEAST THE FOLLOWING INFORMATION FROM THE UNITED STATES CODE, TITLE 25, EXPLAINING THE JOHNSON O'MALLEY ACT. THIS INFORMATION PERTAINS TO AUTHORITY GRANTED TO THE SECRETARY OF THE INTERIOR.

22

"Here's what our Indian children need."

THROUGH THE JOHNSON O'MALLEY ACT, THE SECRETARY OF THE INTERIOR IS AUTHORIZED TO CONTRACT WITH CERTAIN PUBLIC OR PRIVATE INSTITUTIONS AND ORGANIZATIONS FOR EDUCATIONAL AND OTHER SERVICES TO INDIANS.

WITHIN SUCH CONTRACTS, HE IS AUTHORIZED TO SPEND MONEY APPROPRIATED BY CONGRESS FOR THOSE PURPOSES.

23

"We could use all of this."

THE SECRETARY OF THE INTERIOR MAY ALSO PERMIT THE CONTRACTOR TO USE GOVERNMENT-OWNED BUILDINGS, EQUIPMENT, LIVESTOCK AND OTHER MATERIALS WITHIN THE TERMS OF THE CONTRACT.

24

"These are our States minimum standards."

THE SECRETARY OF THE INTERIOR IS AUTHORIZED TO MAKE NECESSARY RULES AND REGULATIONS. THESE RULES INCLUDE SETTING MINIMUM STANDARDS OF SERVICE. THOSE MINIMUM STANDARDS MUST NOT BE LESS THAN THOSE MAINTAINED BY THE STATES WHERE THE CONTRACTS ARE TO BE ADMINISTERED.

25

"Two Hills School Board, A Corporation."

IN THINKING ABOUT CONTRACTING TO MANAGE A FEDERAL SCHOOL YOU SHOULD KNOW THAT IF THIS IS DONE UNDER THE AUTHORITY OF THE JOHNSON O'MALLEY ACT, THE CONTRACTING GROUP MUST BE INCORPORATED AS A PRIVATE ORGANIZATION. INCORPORATION IS NOT REQUIRED IF ANY OF THE OTHER LEGAL AUTHORITIES ARE USED, SUCH AS THE SNYDER ACT.

26

"How do we incorporate?"

WE HAVE SO FAR DISCUSSED SEVERAL FEDERAL LAWS PROVIDING FOR CONTRACTING BETWEEN THE GOVERNMENT AND INDIAN PEOPLE.

YOU WILL ALSO NEED TO BE AWARE OF THE STATE LAWS AND REGULATIONS WHICH REGULATE THE FORMATION OF CORPORATIONS AND THE OPERATION OF PRIVATE SCHOOLS IN YOUR VICINITY.

GOING ON NOW, BUREAU OF INDIAN AFFAIRS POLICY ALSO SUPPORTS A CONTRACT ARRANGEMENT.

27

"How can we help?"

THE BUREAU OF INDIAN AFFAIRS MANUAL SAYS: WHEN A TRIBE, OR ITS EQUIVALENT IN ALASKA, INITIATES ACTION TO LEGALLY ESTABLISH AND ELECT SCHOOL BOARDS AND TO OPERATE A SCHOOL PROGRAM CURRENTLY BEING OPERATED BY THE BUREAU OR TO START NEW SCHOOL PROGRAMS, IT IS BUREAU POLICY TO ACTIVELY ASSIST THEM IN EVERY POSSIBLE WAY TO DEVELOP AND IMPLEMENT PROPOSALS FOR SUCH AN UNDERTAKING.

28

Tribal authority

BUREAU POLICY ALSO SAYS THAT TRIBAL AUTHORITIES MAY CHOOSE TO CONTRACT FOR THE OPERATION OF SPECIFIC PARTS OF AN EXISTING BUREAU PROGRAM SUCH AS THE FOOD SERVICES, PUPIL TRANSPORTATION PROGRAM, OR THE ENTIRE ELEMENTARY SCHOOL PROGRAM.

29

"Now here's what we've got to do."

ALONG WITH THE LAWS AND SUPPORTING BIA POLICY, THERE ARE SOME SPECIFIC CONDITIONS AN INDIAN GROUP MUST MEET TO BRING ABOUT A CONTRACT TO PERFORM EDUCATIONAL SERVICES FOR THE BIA.

30

Summary of Contracting Steps

HERE IS A SUMMARY OF THE STEPS INDIAN COMMUNITIES MUST TAKE, TO BEGIN A CONTRACT SCHOOL.

1. A TRIBAL OR VILLAGE COUNCIL RESOLUTION AND LETTER OF INTENT MUST BE PREPARED AND DELIVERED TO THE BIA BY JANUARY 1st.

2. A SCHOOL BOARD MUST BE DULY ELECTED.

3. THE SCHOOL BOARD MUST BE INCORPORATED.

4. A SCHOOL PROGRAM PROPOSAL MUST BE DEVELOPED BY MARCH 1st.

5. A CONTRACT DOCUMENT MUST BE NEGOTIATED WITH THE BIA.

6. AND FINALLY, THE CONTRACT MUST BE AFFIRMED BY A REFERENDUM IN WHICH NOT LESS THAN 51% OF THE ELIGIBLE INDIAN PARENTS IN THE SCHOOL ENROLLMENT AREA PARTICIPATE.

THESE STEPS ARE EXPLAINED IN MORE DETAIL IN THE CURRENT BIA MANUAL, WHICH ACCOMPANIES THIS PROGRAM.

YOU HAVE BEEN PRESENTED WITH INFORMATION ABOUT FEDERAL LAWS, STATE LAWS, BIA POLICY, AND THE CONDITIONS OR STEPS AN INDIAN COMMUNITY MUST TAKE IN ORDER TO INITIATE A CONTRACT SCHOOL OPERATION.

ON YOUR RESPONSE SHEET BY NUMBER ONE, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION:

31

"What is the most useful document..."

WHAT IS THE MOST USEFUL DOCUMENT FOR SEEKING MORE INFORMATION, INCLUDING THE STEPS A COMMUNITY NEEDS TO TAKE TO BEGIN THE CONTRACT SCHOOL PROCESS?

A. THE BUREAU OF INDIAN AFFAIRS MANUAL
B. THE U.S. CODE

32

The Bureau of Indian Affairs Manual

ANSWER "A" IS CORRECT. THE BIA MANUAL OFFERS MORE DETAILED INFORMATION FOR STUDY BY YOUR COMMUNITY. THE U. S. CODE, TITLE 25, IS USEFUL, TOO, FOR EXPLAINING THE SNYDER ACT AND THE JOHNSON O'MALLEY ACT. HOWEVER, THE MOST INCLUSIVE SOURCE OF INFORMATION ABOUT CONTRACTING A SCHOOL IS PROBABLY THE BIA MANUAL. YOUR PROGRAM PRESENTER HAS A COPY OF THIS MANUAL FOR YOU TO STUDY, IF YOU WISH.

33

School with BIA Education Budget

IN GENERAL, THE LOCALLY ELECTED SCHOOL BOARD, WITH THE HELP OF THE SCHOOL ADMINISTRATOR, NEGOTIATES EVERY YEAR FOR MONEY FROM SEVERAL SOURCES.

THE MAIN SOURCE OF MONEY IS THE BUREAU OF INDIAN AFFAIRS EDUCATION BUDGET, PROVIDED THROUGH THE TERMS OF THE CONTRACT BETWEEN THE INDIAN COMMUNITY AND THE BIA.

ACCORDING TO THE BUREAU OF INDIAN AFFAIRS MANUAL, A FEDERAL SCHOOL OPERATED UNDER CONTRACT BY AN INDIAN COMMUNITY MAY RECEIVE FUNDS FROM THE REGULAR BIA EDUCATION BUDGET. THE AMOUNT OF MONEY WILL BE APPROXIMATELY THE SAME AS FOR A REGULAR FEDERAL SCHOOL OF THE SAME SIZE AND ENROLLMENT.

34

USOE and Indian Education Act

JUST AS FEDERAL SCHOOLS AND PUBLIC SCHOOLS MAY DO, CONTRACT SCHOOLS MAY ALSO SEEK MONEY FOR SPECIAL PROGRAMS FROM THE FEDERAL GOVERNMENT.

THIS MONEY IS AVAILABLE UNDER A NUMBER OF LAWS. ONE OF THE MOST FAMILIAR IS PUBLIC LAW 89/10, THE ELEMENTARY AND SECONDARY EDUCATION ACT. TITLE I AND TITLE VII ARE TWO WELL-KNOWN PARTS OF THIS ACT. TO OBTAIN MONEY FROM SPECIAL FEDERAL SOURCES THE CONTRACT SCHOOL MUST SUBMIT PROGRAM PROPOSALS. THE PROPOSALS MUST TELL IN DETAIL WHAT KIND OF INSTRUCTION WILL TAKE PLACE, AND ALSO HOW THE PROGRAM WILL BE EVALUATED. EVALUATION OF FEDERALLY FUNDED PROGRAMS IS USUALLY REQUIRED EVERY YEAR, IN ORDER TO CONTINUE RECEIVING FUNDS. FEDERAL GUIDELINES MUST BE FOLLOWED IN PROPOSING AND OPERATING THESE SPECIAL PROGRAMS, TO INSURE THE MONEY IS BEING USED AS CONGRESS INTENDED.

CONTRACT SCHOOLS, LIKE FEDERALLY-OPERATED SCHOOLS, ARE NOT ORDINARILY ELIGIBLE TO RECIEVE FUNDS FROM STATE REVENUE SOURCES.

IN GENERAL, YEARLY EVALUATION MUST TAKE PLACE FOR EACH OF THE DIFFERENT PROGRAMS FUNDED FROM A DIFFERENT FEDERAL SOURCE.

35

"We would like to try something really special."

CONTRACT SCHOOLS THAT WANT TO HAVE A VARIETY OF PROGRAMS NOT USUALLY OFFERED IN REGULAR FEDERAL OR PUBLIC SCHOOLS MAY ALSO SEEK MONEY FROM PRIVATE FOUNDATIONS OR NATIONAL PROFESSIONAL GROUPS.

SPECIAL COMMUNITY SERVICE OR DEVELOPMENT PROGRAMS AND INDIAN CULTURE RESEARCH PROGRAMS ARE TWO EXAMPLES OF SPECIAL PROJECTS SOME CONTRACT SCHOOLS HAVE SPONSORED.

MONIES FROM PRIVATE FOUNDATIONS ARE SOMETIMES AVAILABLE MUCH LIKE FEDERAL, PRIVATE FOUNDATION MONEY USUALLY CARRIES ALONG WITH IT THE REQUIREMENT FOR REGULAR EVALUATION AND NEGOTIATION.

36

"How do we measure these as outcomes?"

ALL MONEY--FROM BIA SOURCES, FROM FEDERAL PROGRAMS, FROM PRIVATE FOUNDATIONS--IS INTENDED TO PRODUCE SPECIFIC EDUCATIONAL RESULTS FOR THE STUDENTS OF THE SCHOOL, OR THE LOCAL COMMUNITY. FOR THIS REASON, DETAILED PROPOSALS AND REGULAR EVALUATION ARE REQUIRED BY THE FUNDING SOURCES.

SOMETIMES ASSISTANCE IS AVAILABLE IN FORMS OTHER THAN MONEY. FOR EXAMPLE, THE RAMAH NAVAJO HIGH SCHOOL IN NEW MEXICO, WHICH IS LOCATED IN RANCHING COUNTRY, HAS RECEIVED PUREBRED HERDS OF LIVESTOCK,

CATTLE, HOGS, AND SHEEP, FROM AN ORGANIZATION CALLED HEIFERS INTERNATIONAL. THIS HELP WAS REQUESTED FOR THE SCHOOL'S AGRICULTURE PROGRAM.

37

Craft Shop

ANOTHER SOURCE OF MONEY FOR A CONTRACT SCHOOL MAY BE A SCHOOL-SPONSORED BUSINESS, FOR EXAMPLE SELLING ITEMS PRODUCED AT THE SCHOOL. THESE MAY BE A NUMBER OF DIFFERENT THINGS, FROM SPECIAL TEACHING MATERIALS PRODUCED BY PROFESSIONALS HIRED TO WORK AT THE SCHOOL, TO NATIVE CRAFT ITEMS, TO AGRICULTURAL PRODUCTS.

IN GENERAL, HOWEVER, THREE MAJOR SOURCES OF FUNDING ARE USUALLY SOUGHT BY A CONTRACT SCHOOL BOARD:

A. BIA EDUCATION BUDGET MONEY
B. FEDERAL FUNDING FOR SPECIAL PROGRAMS
C. PRIVATE OR PROFESSIONAL ORGANIZATION MONEY

ON YOUR RESPONSE SHEET BY NUMBER THREE, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION:

38

"When an Indian community..."

WHEN AN INDIAN COMMUNITY CONTRACTS TO OPERATE A FEDERAL SCHOOL, WHICH SOURCE OF FUNDING IS ASSURED?

A. FEDERAL FUNDING FOR SPECIAL PROGRAMS
B. BIA EDUCATION BUDGET MONEY
C. PRIVATE OR PROFESSIONAL ORGANIZATION MONEY

#39

Answer:

B. BIA Education Budget Money

ANSWER "B" IS CORRECT. BUREAU POLICY IS TO ASSIST IN EVERY WAY POSSIBLE WHEN INDIAN COMMUNITIES WISH TO CONTRACT TO OPERATE THEIR OWN SCHOOLS. ASSURING BASIC OPERATING MONEY THROUGH A CONTRACT IS ONE FORM OF THIS ASSISTANCE. IN ADDITION, THE CONTRACT SCHOOL BOARD IS FREE TO SEEK FUNDING FROM OTHER SOURCES.

IF YOU HAVE A QUESTION NOW ABOUT FUNDING A CONTRACT SCHOOL, TAKE A MOMENT TO WRITE IT BY NUMBER FOUR ON YOUR RESPONSE SHEET.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR PARTICIPANTS TO MAKE NOTES. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

WE MOVE ON NOW TO ANOTHER QUESTION. IN THE CONTRACT SCHOOL, WHO WOULD BE RESPONSIBLE FOR DEVELOPING THE WHOLE SCHOOL PROGRAM?

#40

Man explaining proposal.

THE OVERALL SCHOOL PROGRAM MUST BE DEVELOPED BY THE LEGAL CONTRACTING ORGANIZATION, DESIGNATED AND APPROVED BY THE TRIBAL OR VILLAGE RESOLUTION. THIS MUST BE DONE TO FULFILL THE REQUIREMENT FOR A PROGRAM PROPOSAL, AS PART OF THE CONTRACTING PROCESS. ASSISTANCE FROM BIA EDUCATION STAFF AT THE AGENCY OR AREA LEVEL MAY BE REQUESTED.

FOR EXAMPLE, IF THE LOCALLY ELECTED SCHOOL BOARD IS DESIGNATED AS THE LEGAL CONTRACTING AGENT IN THE TRIBAL

RESOLUTION, THEN THE LOCAL SCHOOL BOARD IS RESPONSIBLE FOR DEVELOPING THE OVERALL SCHOOL PROGRAM.

USUALLY THIS IS A JOB IN WHICH THE SCHOOL BOARD AND EDUCATORS WORK TOGETHER.

THERE ARE DEFINITE CONDITIONS THE PROGRAM PLAN MUST MEET, REQUIRED BY THE BIA OFFICE OF EDUCATION PROGRAMS. THESE ARE BROAD GUIDELINES, BUT ALSO IMPORTANT PARTS OF PLANNING A GOOD SCHOOL PROGRAM.

THEY ARE:

#41

"First, a statement of educational..."

FIRST, A STATEMENT OF EDUCATIONAL PHILOSOPHY MUST BE PREPARED; EDUCATIONAL PROBLEMS MUST BE IDENTIFIED; AND AN EDUCATIONAL NEEDS ASSESSMENT MUST BE CONDUCTED.

#42

"Second: Educational Goals and..."

SECOND: EDUCATIONAL GOALS AND BEHAVIORAL OBJECTIVES MUST BE DETERMINED AND STATED.

#43

"Third: Learning experiences..."

THIRD: LEARNING EXPERIENCES MUST BE SELECTED AND SPECIFIED. THAT IS, THE ACTUAL PROGRAM CONTENT MUST BE DEFINED.

#44

"Fourth: The implementation..."

FOURTH: THE IMPLEMENTATION PROCESS MUST BE DESCRIBED. THAT IS, SPECIFICATIONS FOR SUCH THINGS AS EQUIPMENT AND MATERIALS, TRANSPORTATION, AND THE FOOD PROGRAM MUST BE PREPARED.

#45

"Fifth: The plan must tell..."

FIFTH: THE PLAN MUST TELL HOW EVALUATION WILL BE ACCOMPLISHED. THAT IS, HOW WILL YOU FIND OUT HOW WELL, OR HOW POORLY, THE SCHOOL PROGRAM IS DOING WHAT WAS INTENDED AND SPECIFIED?

#46

20 BIAM 6

IN THE BIA MANUAL, THE REQUIREMENTS FOR THE INSTRUCTIONAL PROGRAM TO BE PROVIDED BY THE CONTRACTOR ARE QUITE BROAD. THEY STATE THAT THE CONTRACTOR SHALL PROVIDE A CURRICULUM WHICH IS DESIGNED TO ATTAIN THE GOALS AND OBJECTIVES OF THE SCHOOL PROGRAM. THEY ALSO STATE THAT THE CURRICULUM SHALL MEET THE CURRENT STANDARDS SET BY THE STATE DEPARTMENT OF EDUCATION, IN THE STATE WHERE THE SCHOOL IS LOCATED.

#47

"I don't believe we should have to do that."

THE BIA MANUAL ALSO SAYS THAT IF THERE ARE SPECIAL REASONS WHY THOSE STANDARDS SHOULD NOT BE MET THE CONTRACTOR MAY DEVIATE FROM THEM, WITH THE APPROVAL OF THE BIA OFFICER WHO APPROVES THE CONTRACT.

BY NUMBER FIVE ON YOUR RESPONSE SHEET, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION:

#48

"In a contract school, who..."

IN A CONTRACT SCHOOL, WHO IS RESPONSIBLE FOR DEVELOPING THE WHOLE SCHOOL PROGRAM?

A. THE LEGAL CONTRACTING ORGANIZATION
B. THE TRIBAL OR VILLAGE GOVERNMENT
C. THE SCHOOL ADMINISTRATOR

#49

Answer:

A. The Legal Contracting Organization

ANSWER "A" IS MOST CORRECT. THE LEGAL CONTRACTING ORGANIZATION DESIGNATED AND APPROVED IN THE TRIBAL RESOLUTION IS RESPONSIBLE. THE ORGANIZATION MIGHT BE A LOCALLY ELECTED SCHOOL BOARD, THE TRIBE ITSELF, OR ANOTHER LEGALLY RECOGNIZED INDIAN GROUP. A SCHOOL ADMINISTRATOR MIGHT WORK WITH THE LEGAL CONTRACTING ORGANIZATION TO HELP DESIGN THE PROGRAM. BIA AGENCY OR AREA LEVEL EDUCATION STAFF MAY ALSO BE REQUESTED TO HELP.

IF YOU NOW HAVE OTHER QUESTIONS ABOUT CONTRACT SCHOOL PROGRAM DESIGN, PLEASE WRITE THEM BY NUMBER SIX ON YOUR RESPONSE SHEET.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR PARTICIPANTS TO MAKE NOTES. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

#50

"Staff Qualifications"
"Academic Standards"

SEVERAL ASPECTS OF SCHOOL PROGRAM PLANNING HAVE NOW BEEN DISCUSSED BRIEFLY. EDUCATIONAL GOALS, INSTRUCTIONAL OBJECTIVES, AND THE MEANS FOR HELPING STUDENTS ACHIEVE THEM ARE IMPORTANT PARTS OF THE PLAN. BUT WHO DECIDES WHAT EDUCATIONAL STANDARDS THE OVERALL PROGRAM SHOULD MEET? WHO DECIDES WHETHER THE SCHOOL IS MEETING THEM?

IN ONE SENSE, THESE STANDARDS MEAN MINIMUM GUARANTEES, FOR EXAMPLE:
WHAT MINIMUM REQUIREMENTS MUST THE TEACHERS MEET BY WAY OF PAST EXPERIENCE, ACADEMIC STUDY, AND SO FORTH?

WHAT COURSES OF STUDY MUST BE INCLUDED IN THE SCHOOL PROGRAM? FOR INSTANCE, A SCHOOL THAT DID NOT PLAN REGULAR INSTRUCTION IN READING FOR CHILDREN PROBABLY WOULD NOT MEET MINIMUM STANDARDS IN ANY SCHOOL DISTRICT OR STATE.

LIKEWISE, A SCHOOL MUST MEET CERTAIN HEALTH AND SAFETY STANDARDS, SO PARENTS CAN FEEL CONFIDENT THEIR CHILDREN ARE RECEIVING BASIC GOOD CARE WHILE AT SCHOOL.

#51

State School Code

AS A CONTRACTING AGENT, THE BUREAU OF INDIAN AFFAIRS REQUIRES CONTRACT SCHOOLS TO MEET CERTAIN STANDARDS. THE BIA MANUAL SAYS THAT MINIMUM STANDARDS FOR EDUCATIONAL SERVICES MUST NOT BE LOWER THAN THE HIGHEST STANDARDS MAINTAINED BY THE STATE IN WHICH THE CONTRACT SCHOOL IS OPERATED. FOR EACH STATE, THESE STANDARDS ARE USUALLY SPELLED OUT CAREFULLY IN THE SCHOOL CODE. A COPY OF THIS CODE SHOULD BE AVAILABLE THROUGH YOUR STATE DEPARTMENT OF EDUCATION.

THE LOCAL SCHOOL BOARD IS RESPONSIBLE TO ALL THE PARENTS AND ALSO THE BIA CONTRACTING OFFICER FOR SEEING THAT THESE MINIMUM STANDARDS ARE MAINTAINED WITHIN THE CONTRACT SCHOOL.

BEYOND THIS, THE BUREAU OF INDIAN AFFAIRS MANUAL SAYS THAT THE LEGAL CONTRACTING ORGANIZATION IS RESPONSIBLE FOR DETERMINING HOW WELL OR HOW POORLY THE TOTAL SCHOOL PROGRAM IS HELPING CHILDREN ACHIEVE THE SCHOOL GOALS AND OBJECTIVES. THE PROCEDURE FOR DOING THIS IS TO BE CLEARLY SPECIFIED IN THE PROGRAM PROPOSAL PRESENTED TO THE BIA. THIS ASSURES THAT THE CONTRACTING ORGANIZATION IS RESPONSIVE AND ACCOUNTABLE TO THE CHILDREN AND PARENTS BEING SERVED.

#52

Evaluation Team

IN ADDITION, A YEARLY REVIEW, EVALUATION AND REPORT OF THE TOTAL SCHOOL PROGRAM IS REQUIRED. THE EVALUATION TEAM MUST CONSIST OF THREE PARTIES. ONE DESIGNATED BY THE SCHOOL BOARD OR CONTRACTING ORGANIZATION, ANOTHER BY THE BUREAU CONTRACTING OFFICER, AND A THIRD ACCEPTABLE TO BOTH THE CONTRACTING ORGANIZATION AND THE BIA CONTRACT OFFICER.

THIS EVALUATION, PRODUCED BY THE THREE PARTIES, IS INTENDED TO HELP THE LOCAL SCHOOL PEOPLE IDENTIFY BOTH PROBLEMS AND SUCCESSES IN THE SCHOOL PROGRAM.

IN GENERAL THE POINT OF AN EVALUATION IS TO IMPROVE WHAT IS HAPPENING BY PROVIDING INFORMATION TO PEOPLE WHO MAKE THE DECISIONS.

TECHNICAL HELP IN THIS EVALUATING PROCESS IS OFTEN AVAILABLE THROUGH THE DIVISION OF EVALUATION, RESEARCH AND DEVELOPMENT, IN THE BIA OFFICE OF EDUCATION PROGRAMS.

BY NUMBER SEVEN ON YOUR RESPONSE SHEET, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION:

#53

"Who decides what educational..."

WHO DECIDES WHAT EDUCATIONAL STANDARDS THE OVERALL SCHOOL PROGRAM SHOULD MEET?

A. THE LOCAL CONTRACT SCHOOL BOARD
B. THE PARENTS IN THE COMMUNITY
C. THE BUREAU OF INDIAN AFFAIRS

#54

"The Bureau of Indian Affairs"

ANSWER "C" IS CORRECT, INSOFAR AS BUREAU POLICY IN THE BIA MANUAL REQUIRES THE CONTRACTING ORGANIZATION TO SEE THAT CERTAIN MINIMUM STANDARDS ARE MET. THE LOCAL SCHOOL BOARD OR CONTRACTING ORGANIZATION THEN HAS THE RESPONSIBILITY FOR FINDING OUT HOW WELL OR HOW POORLY THE SCHOOL PROGRAM IS DOING IN HELPING CHILDREN ACHIEVE THE GOALS AND OBJECTIVES OF THE SCHOOL PROGRAM.

IF YOU HAVE OTHER QUESTIONS ABOUT STANDARDS OR GOALS AND INSTRUCTIONS WITHIN A CONTRACT SCHOOL, PLEASE JOT THEM DOWN BY NUMBER EIGHT ON YOUR RESPONSE SHEET.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR THE PARTICIPANTS TO RESPOND. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

#55

Football field

IF YOU CHOOSE TO CONTRACT TO OPERATE YOUR SCHOOL, YOU WILL WANT TO KNOW WHO WILL HAVE THE AUTHORITY TO DETERMINE OVERALL EDUCATIONAL GOALS AND SET POLICIES FOR THE SCHOOL PROGRAM.

IT IS THE INTENT OF THE BIA TO STRENGTHEN COMMUNITY CONTROL OF THE EDUCATIONAL PROCESS AMONG INDIAN TRIBES AND GROUPS. INDIAN PARENTS MUST HAVE THE RIGHT AND OPPORTUNITY AND RESPONSIBILITY FOR DECISIONS CONCERNING THE EDUCATION OF THEIR CHILDREN. IT IS THE PURPOSE OF THE BUREAU TO HAVE INDIAN PARENTS

EXERCISE THIS RESPONSIBILITY. INDIAN PARENTS TAKE THIS RESPONSIBILITY BY VOTING FOR SCHOOL BOARD MEMBERS THEY BELIEVE WILL BEST REPRESENT THEIR CHILDREN'S INTERESTS AND NEEDS. INDIAN PARENTS HELP CARRY OUT THEIR RESPONSIBILITY BY TAKING AN ACTIVE PART IN SCHOOL BOARD MEETINGS WHERE IMPORTANT ISSUES ARE DISCUSSED.

#56

"When our children finish school they should be ready..."

THROUGH THE ELECTED SCHOOL BOARD, PARENTS MAKE THEIR VIEWS AND PREFERENCES KNOWN. IN THIS WAY THEY HELP THE SCHOOL BOARD SHAPE THE POLICIES AND EDUCATIONAL GOALS FOR THE SCHOOL PROGRAM.

#57

School Board Members on football field

THE SCHOOL BOARD IS THE POLICY-MAKING BODY FOR THE CONTRACTED SCHOOL OPERATION. IT RECEIVES ITS AUTHORITY FROM THE GOVERNING BODY OF THE TRIBE OR VILLAGE.

THEY ARE RESPONSIBLE FOR LAYING OUT GUIDELINES AND POLICY FOR SCHOOL OPERATION AS OUTLINED WITHIN THE SCHOOL BOARD'S CONSTITUTION AND BY-LAWS.

#58

Chalkboard

8 For
0 Against

IN ORDER TO BEGIN CONTACTING FOR MANAGEMENT OF EDUCATION PROGRAMS, THE GOVERNING BODY MUST SUBMIT A RESOLUTION OF THE FULL TRIBAL OR VILLAGE COUNCIL ATTESTING TO THAT DECISION AND DESIGNATING THE DULY ELECTED AND INCORPORATED SCHOOL BOARD. PROSPECTIVE BOARD MEMBERS SHOULD BE NOMINATED FROM THE LOCAL COMMUNITY AND SHOULD NOT BE RESTRICTED SOLELY TO PARENTS OF CHILDREN ATTENDING THE SCHOOL.

ONCE THE CONTRACT SCHOOL IS IN OPERATION, THIS LOCAL SCHOOL BOARD IS RESPONSIBLE FOR SETTING POLICY. A REQUIREMENT OF THIS POLICY IS THAT IT MUST AT LEAST ASSURE THAT CERTAIN MINIMUM STANDARDS ARE BEING MET IN THE SCHOOL PROGRAM.

BEYOND THIS, OF COURSE, THE LOCAL BOARD SHOULD BE RESPONSIVE TO PARENTS' CONCERNS REGARDING SCHOOL POLICY AND EDUCATIONAL GOALS.

Ø 59

"I think I'll run for election to the Board."

FOR A CONTRACT SCHOOL COMMUNITY, LOCAL CONTROL GENERALLY IS EXERCISED THROUGH THE SCHOOL BOARD ELECTIONS.

BY NUMBER NINE ON YOUR RESPONSE SHEET, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION:

Ø 60

"For a contract school, what..."

FOR A CONTRACT SCHOOL, WHAT GROUP HAS THE LEGAL RESPONSIBILITY AND AUTHORITY FOR SETTING EDUCATIONAL GOALS AND POLICY FOR THE SCHOOL PROGRAM?

A. THE LOCAL SCHOOL BOARD
B. THE BUREAU OF INDIAN AFFAIRS
C. THE PARENTS OF THE COMMUNITY

Ø 61

A. The Local School Board

ANSWER "A" IS MOST CORRECT. IN TERMS OF TRIBALLY ASSIGNED AUTHORITY AND RESPONSIBILITY THE LOCAL SCHOOL BOARD HAS THIS JOB. SEEING THAT THEY DO THE JOB WELL IS UP TO THE VOTERS IN THE COMMUNITY WHO ELECT THE SCHOOL BOARD MEMBERS. QUALITY CONTROL ALSO COMES FROM CERTAIN BIA POLICY ESTABLISHED FOR CONTRACT SCHOOLS.

A VERY IMPORTANT QUESTION, SHOULD YOU CHOOSE TO CONTRACT TO OPERATE YOUR SCHOOL, WOULD BE THE

SELECTION OF THE ADMINISTRATOR TO MANAGE IT AND MAKE DAY-TO-DAY OPERATIONAL DECISIONS.

#62 "Who hires the staff?"	WHOSE JOB IS IT TO HIRE, DEVELOP, PROMOTE, AND DISMISS SCHOOL STAFF MEMBERS? WHO DECIDES WHAT QUALIFICATIONS THESE STAFF MEMBERS SHOULD MEET?
#63 Board interviewing Superintendent candidate	ONE OF THE MOST IMPORTANT RESPONSIBILITIES OF THE ELECTED SCHOOL BOARD IS TO SELECT AND APPOINT THE CHIEF SCHOOL ADMINISTRATOR.
#64 "I recommend we hire the following people."	WHILE THE SCHOOL BOARD APPOINTS THE CHIEF ADMINISTRATOR, IT IS USUALLY THE CASE THAT THE BOARD ASKS FOR THIS ADMINISTRATOR'S RECOMMENDATION IN FILLING LOWER STAFF POSITIONS WHENEVER POSSIBLE. IT IS BUREAU POLICY FOR CONTRACT SCHOOLS TO MAINTAIN CERTAIN MINIMUM STANDARDS AS SET BY THE STATE IN WHICH THE SCHOOL IS LOCATED. THE LOCAL SCHOOL BOARD SHOULD KNOW WHAT THOSE MINIMUM STANDARDS ARE WITH RESPECT TO ADMINISTRATOR AND SCHOOL STAFF QUALIFICATIONS.
#65 "Are they all certified in this state?"	ACCORDING TO BIA POLICY FOR CONTRACT SCHOOLS, PROFESSIONAL AND SUPPORT STAFF FOR A CONTRACT SCHOOL MUST MEET THE STANDARDS FOR CERTIFICATION AND EMPLOYMENT CALLED FOR BY THE STATE DEPARTMENT OF EDUCATION OF THAT STATE, OR THE QUALIFICATION STANDARDS OF THE UNITED STATES CIVIL SERVICE COMMISSION. FOR INSTANCE, A SUPERVISOR MUST HOLD A VALID STATE CERTIFICATE FOR THE AREA HE WILL SUPERVISE.
	THE BIA POLICY MANUAL, HOWEVER, MAKES ALLOWANCES FOR SPECIAL STAFF MEMBERS WHO MIGHT NOT MEET THESE STATE OR PROFESSIONAL REQUIREMENTS. HIRING SUCH PEOPLE IS POSSIBLE IF THE SCHOOL BOARD AND TRIBAL OR VILLAGE COUNCIL DETERMINE THAT THEY HAVE PARTICULAR SKILLS OR QUALIFICATIONS NECESSARY TO THE SUCCESS OF THE SCHOOL'S PROGRAM.

THERE ARE LONG ESTABLISHED PROCEDURES FOR MANAGING SCHOOL PERSONNEL MATTERS. WHATEVER SCHOOL MANAGEMENT OPTION YOU MAY CHOOSE THERE WILL BE PEOPLE EMPLOYED TO DO A NUMBER OF DIFFERENT JOBS. SOMEONE MUST BE RESPONSIBLE FOR FILLING THOSE POSITIONS WITH THE BEST QUALIFIED PERSONNEL AVAILABLE. IN THE CASE OF THE CONTRACTED SCHOOL THIS RESPONSIBILITY WILL FALL TO THE ELECTED LOCAL SCHOOL BOARD.

#66

"You must take this up with the Superintendent first."

THE CHIEF SCHOOL ADMINISTRATOR IS RESPONSIBLE TO THE SCHOOL BOARD FOR CARRYING OUT THEIR POLICIES AND WISHES IN MANAGEMENT OF THE SCHOOL. ALL OTHER STAFF MEMBERS ARE DIRECTLY OR INDIRECTLY RESPONSIBLE TO HIM.

BY NUMBER TEN ON YOUR RESPONSE SHEET, PLEASE TAKE A MOMENT TO WRITE DOWN ANY QUESTIONS THAT MAY COME TO MIND DURING THIS DISCUSSION OF STAFFING AND SCHOOL PERSONNEL QUALIFICATIONS.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR THE PARTICIPANT TO RESPOND. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

#67

Nutritionist

LIKE FEDERAL AND PUBLIC SCHOOLS, CONTRACT SCHOOLS MUST USUALLY PLAN A FOOD PROGRAM. THIS IS AN IMPORTANT RESPONSIBILITY CALLING FOR CONSIDERABLE SKILL AND KNOWLEDGE. IN A CONTRACT SCHOOL, WHO IS RESPONSIBLE FOR MANAGEMENT AND OPERATION OF THE SCHOOL FOOD SERVICE PROGRAM?

68

Cafeteria scene

FOR NOW, THE BEST ANSWER TO THIS QUESTION IS THAT IT VARIES WITH THE SITUATION AND MUST BE SPECIFIED IN THE INDIVIDUAL SCHOOL CONTRACT. IN SOME CASES THE BIA HAS CONTINUED TO OPERATE THE FOOD PROGRAM EVEN THOUGH THE REST OF THE SCHOOL OPERATION WAS CONTRACTED. IN OTHER CASES SCHOOL OPERATION INCLUDES MANAGEMENT OF THE FOOD PROGRAM BY THE CONTRACTOR.

THERE ARE PROBABLY A NUMBER OF ALTERNATIVES TO EXPLORE FOR MANAGING A FOOD PROGRAM. SO FAR THERE IS LITTLE BY WAY OF OFFICIAL CONTRACT SCHOOL POLICY REGARDING THE MATTER.

HOWEVER, THERE ARE MINIMUM GUIDELINES SET FORTH IN THE BIA MANUAL FOR WHATEVER FOOD PROGRAM SYSTEM IS ADOPTED IN THE CONTRACT SCHOOL.

69

"Minimum standards for nutrition..."

THE BIA POLICY REQUIRES CONTRACT SCHOOL FOOD PROGRAMS TO MEET THE MINIMUM NUTRITIONAL AND SANITATION STANDARDS PRESCRIBED BY AT LEAST ONE OF THREE DIFFERENT AGENCIES:

1. THE UNITED STATES DEPARTMENT OF AGRICULTURE...
2. THE STATE DEPARTMENT OF EDUCATION...
3. OR THE STANDARDS USED BY THE BIA IN FEDERAL SCHOOLS.

70

"We'll follow USDA standards."

LIKE ALL OTHER ASPECTS OF CONTRACT SCHOOL POLICY, THE LOCAL SCHOOL BOARD IS RESPONSIBILE FOR SEEING THAT ONE OF THESE MINIMUM SETS OF STANDARDS IS FOLLOWED.

IF YOU HAVE IDEAS OR QUESTIONS ABOUT MANAGING A FOOD PROGRAM IN A CONTRACT SCHOOL, YOU MAY WRITE THEM BY NUMBER ELEVEN ON YOUR RESPONSE SHEET.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR THE PARTICIPANT TO RESPOND. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

71

School bus

HOW IS THE TRANSPORTATION OF STUDENTS ARRANGED AND MANAGED IN CONTRACT SCHOOLS?

72

School "X" Plan
School "Y" Plan

AGAIN, THE BEST ANSWER TO THIS QUESTION IS THAT IT VARIES WITH THE SITUATION AND SHOULD BE SPECIFIED IN THE INDIVIDUAL SCHOOL CONTRACT.

#73

GSA Motor Pool

IN SOME CONTRACT SCHOOLS A LEASE IS NEGOTIATED WITH THE GENERAL SERVICES ADMINISTRATION IN MUCH THE SAME MANNER AS DONE BY FEDERAL SCHOOLS. THIS LEASE USUALLY INCLUDES MAINTENANCE AND REPAIRS AS WELL AS DRIVERS.

#74

Four statements

IT IS ALSO POSSIBLE FOR A CONTRACT SCHOOL TO MANAGE ITS OWN TRANSPORTATION PROGRAM. IN THIS CASE, BIA POLICY AS EXPLAINED IN THE BIA MANUAL SETS THE FOLLOWING REQUIREMENTS:

ONE: THE SCHOOL PRINCIPAL SHALL KEEP RECORDS OF TRANSPORTATION COSTS AND THE NUMBER OF PUPILS TRANSPORTED ON A MONTHLY BASIS.

TWO: SCHOOL BUS EQUIPMENT SHALL BE KEPT IN CONDITION TO OPERATE SAFETLY AT ALL TIMES, SHALL CONFORM TO LOCAL PUBLIC SCHOOL AND STATE EDUCATION DEPARTMENT SPECIFICATIONS AND STATE INSPECTION.

THREE: ALL SCHOOL BUSES PURCHASED WITH CONTRACT FUNDS SHALL MEET ALL STATE REQUIREMENTS. THE PURCHASE OF VEHICLES OTHER THAN REGULAR BUSES FOR PUPIL TRANSPORTATION PURPOSES MUST HAVE PRIOR APPROVAL FROM THE CONTRACTING OFFICER IF CONTRACT FUNDS ARE TO BE USED.

FOUR: SCHOOL BUS DRIVERS SHALL MEET QUALIFICATIONS AND PHYSICAL STANDARDS REQUIRED BY THE STATE LICENSE AGENCY.

DECISIONS REGARDING THE SCHOOL TRANSPORTATION PROGRAM ARE THE RESPONSIBILITY OF THE LOCAL SCHOOL BOARD, WITH SUPERVISORY WORK USUALLY THE JOB OF THE SCHOOL ADMINISTRATOR.

ANY QUESTIONS OR IDEAS YOU MAY HAVE ABOUT THE TRANSPORTATION PROGRAM IN A CONTRACT SCHOOL MAY BE WRITTEN BY NUMBER TWELVE ON YOUR RESPONSE SHEET.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR THE PARTICIPATE TO MAKE NOTES. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

AN IMPORTANT PART OF THE CONTRACT AGREEMENT BETWEEN THE BUREAU OF INDIAN AFFAIRS AND A LOCAL INDIAN COMMUNITY THAT WISHES TO CONTRACT TO OPERATE A FEDERAL SCHOOL HAS TO DO WITH THE SCHOOL BUILDINGS AND GROUNDS.

# 75 Community people	HOW DOES THE COMMUNITY OBTAIN THE PHYSICAL FACILITIES FOR A CONTRACT SCHOOL?
# 76 Maintenance equipment	WHAT IS THE POLICY REGARDING UPKEEP AND REPAIR OF THE SCHOOL BUILDINGS AND GROUNDS? THROUGH THE AUTHORITY OF THE JOHNSON O'MALLEY ACT, THE INDIAN CONTRACTING ORGANIZATION IS PERMITTED TO USE THE EXISTING SCHOOL BUILDINGS, HOSPITALS, AND OTHER FACILITIES INCLUDING ALL EQUIPMENT IN THEM OR BELONGING TO THEM.
# 77 School construction	THE BUREAU OF INDIAN AFFAIRS MANUAL GOES ON TO SAY THAT THE BIA AREA OFFICE AND THE CONTRACTING ORGANIZATION WILL WORK COOPERATIVELY TO DEVELOP LONG-RANGE PLANS FOR CONSTRUCTION AND FUNDING FOR FEDERALLY-OWNED FACILITIES. THE MANUAL ALSO POINTS OUT THAT BUILDINGS AND FACILITIES MUST MEET MINIMUM BIA OR STATE EDUCATION DEPARTMENT REQUIREMENTS FOR THEIR PARTICULAR USE. FOR EXAMPLE, A GYMNASIUM WOULD HAVE SOMEWHAT DIFFERENT REQUIREMENTS PLACED ON IT THAN A CLASSROOM WOULD.
# 78 "We've got to get this place straightened up."	THE RESPONSIBILITY FOR TAKING CARE OF THE FACILITIES ARE PART OF THE TERMS OF THE CONTRACT SIGNED BY THE BIA AND THE CONTRACTING ORGANIZATION. IN GENERAL THESE TERMS WOULD HAVE TO SATISFY THE FOLLOWING BASIC BIA POLICY EXPLAINED IN THE BIA MANUAL.
79 "The buildings and grounds..."	"THE BUILDINGS AND GROUNDS SHALL BE KEPT CLEAN, ATTRACTIVE AND IN GOOD REPAIR TO PROTECT THE HEALTH AND WELFARE OF THE OCCUPANTS, TO PROVIDE AN ADEQUATE EDUCATIONAL ENVIRONMENT, TO INSURE MINIMUM DEPRECIATION, AND TO PROTECT THE GOVERNMENT'S INVESTMENT WHERE GOVERNMENT FACILITIES ARE BEING USED."

IN SPECIFIC CONTRACT SCHOOL SITUATIONS THE OPERATION AND MAINTENANCE OF THE FACILITY HAS BEEN CONTINUED BY THE FACILITIES MANAGEMENT DIVISION OF THE BIA. THE BUSBY SCHOOL OF THE NORTHERN CHEYENNE IN BUSBY, MONTANA IS AN EXAMPLE OF THIS ARRANGEMENT. SO IS THE ROCK POINT COMMUNITY SCHOOL ON THE NAVAJO RESERVATION.

BY NUMBER THIRTEEN ON YOUR RESPONSE SHEET, PLEASE MARK THE LETTER TO ANSWER THIS QUESTION:

80

"Where does the authority..." --

WHERE DOES THE AUTHORITY COME FROM WHICH PERMITS AN INDIAN CONTRACTING ORGANIZATION TO USE EXISTING FEDERAL SCHOOL FACILITIES?

A. LOCAL SCHOOL BOARD POLICY
B. THE BUREAU OF INDIAN AFFAIRS MANUAL
C. THE JOHNSON O'MALLEY ACT

81

The Johnson O'Malley Act

ANSWER "C", THE JOHNSON O'MALLEY ACT, IS THE LEGAL AUTHORITY WHICH PERMITS THE SECRETARY OF THE INTERIOR TO GRANT THE USE OF FEDERAL SCHOOL FACILITIES TO INDIAN CONTRACTING ORGANIZATIONS FOR EDUCATIONAL SERVICES.

82

Group of people negotiating contract.

MANY ASPECTS OF OPERATING A CONTRACT SCHOOL HAVE BEEN PRESENTED NOW. IT IS OBVIOUS THAT THERE ARE MANAGEMENT DECISIONS IN A VARIETY OF CATEGORIES...FROM INSTRUCTIONAL PROGRAM DESIGN...TO CARE OF THE GROUNDS AND FACILITIES.

MANY OF THESE CATEGORIES REQUIRE DECISIONS DURING THE PROCESS OF NEGOTIATING A CONTRACT BETWEEN AN INDIAN ORGANIZATION AND THE BUREAU OF INDIAN AFFAIRS.

WHAT KINDS OF NEGOTIATIONS WOULD AN INDIAN COMMUNITY HAVE TO BE PREPARED FOR, IF IT WISHES TO CONTRACT TO OPERATE A SCHOOL?

AS A CONTRACT SCHOOL THE FIRST IMPORTANT NEGOTIATION IS FOR THE ESTABLISHMENT OF THE MANAGEMENT CONTRACT ITSELF WITH THE BUREAU OF INDIAN AFFAIRS.

THE CONDITIONS TO BE ELIGIBLE TO NEGOTIATE ARE SPELLED OUT IN THE BIA MANUAL. THE NEGOTIABLE ASPECTS OF THE CONTRACT MAY REQUIRE EXTENSIVE DISCUSSION AND NEGOTIATION BEFORE SIGNING THE CONTRACT.

A PARTICULAR CONCERN AT THIS POINT IS THE REQUIREMENT FOR YEARLY RENEGOTIATION. THIS IS DEPENDENT UPON SUCH FACTORS AS THE LEVEL OF MONEY APPROPRIATED BY CONGRESS, THE SATISFACTORY PERFORMANCE OF THE TERMS OF THE CONTRACT BY THE CONTRACTOR AND A WILLINGNESS ON THE PART OF BOTH THE CONTRACTING ORGANIZATION AND THE BIA TO CONTINUE THE CONTRACT.

83

Questions

WHAT QUESTIONS DO YOU HAVE NOW REGARDING THE CONDITIONS, THE STEPS, THE OVERALL PROCESS OF NEGOTIATING?

PLEASE WRITE THEM DOWN BY NUMBER FOURTEEN ON YOUR RESPONSE SHEET. THESE QUESTIONS, ALONG WITH YOUR OTHER ONES, WILL BE HELPFUL DURING DISCUSSIONS WHICH ARE TO FOLLOW THIS PROGRAM. YOU NEED NOT WRITE YOUR NAME ON YOUR RESPONSE SHEET, BUT PLEASE HAND IT TO THE PRESENTER WHEN YOU ARE FINISHED.

(NOTE TO PROJECTIONIST: THERE IS A TEN SECOND PAUSE ON THE TAPE FOR PARTICIPANTS TO RESPOND. IF MORE TIME IS NEEDED STOP THE TAPE BRIEFLY.)

84

Department of Interior Symbol

MUSIC - FADE IN

85

THE END

MUSIC - FADE OUT

MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 6
THE COMBINATION SCHOOL: A MANAGEMENT OPTION

RESEARCH AND EVALUATION REPORT SERIES NO. 32.06

INDIAN EDUCATION RESOURCES CENTER
BUREAU OF INDIAN AFFAIRS
P. O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

0119

# 1 Department of Interior Symbol	MUSIC - FADE IN MUSIC - FADE OUT
# 2 Management Decisions in Indian Education	THIS IS THE SIXTH PROGRAM IN THE SERIES, "MANAGEMENT DECISIONS IN INDIAN EDUCATION".
# 3 The Combination School: A Management Option	THIS PROGRAM IN THE SERIES IS CALLED "THE COMBINATION SCHOOL: A MANAGEMENT OPTION". THE INFORMATION PRESENTED HERE HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS.
# 4 Secretary Commissioner Director of Education Programs	MUSIC - FADE IN
# 5a Credits Frame	MUSIC - CONTINUED

#5b Credits Frame	MUSIC - FADE OUT
#6 Cooperative plans for managing schools	THIS PART OF THE PROGRAM WILL PRESENT INFORMATION REGARDING COOPERATIVE PLANS FOR MANAGING SCHOOLS. THIS APPROACH TO SCHOOL MANAGEMENT IS CALLED THE COMBINATION SCHOOL.
#7 The Combination School Symbol	THE COMBINATION SCHOOL MANAGEMENT OPTION MAY COMBINE LEGAL AND FINANCIAL ASPECTS OF PUBLIC, FEDERAL, AND TRIBAL-PRIVATE SCHOOLS, OR ANY TWO OF THESE. THE LEGAL BASIS FOR A COMBINATION SCHOOL DEPENDS ON THE WRITTEN AGREEMENT WORKED OUT AMONG THE FEDERAL, STATE, AND PRIVATE AGENCIES WHICH WILL CONTRIBUTE TO THE COMBINATION SCHOOL.
#8 "Money" "Food Program", etc.	A NUMBER OF BASIC QUESTIONS WHICH ARE PART OF SCHOOL MANAGEMENT HAVE BEEN DISCUSSED IN PROGRAMS 3, 4, AND 5 WHICH PRESENTED THE FEDERAL SCHOOL, THE PUBLIC SCHOOL, AND THE TRIBAL-PRIVATE SCHOOL MANAGEMENT OPTIONS. THOSE QUESTIONS DEALT WITH SUCH THINGS AS FUNDING, STAFFING, ADMINISTRATION, AND SCHOOL BUILDINGS AND MAINTENANCE, TO NAME JUST A FEW. EACH OF THOSE QUESTIONS MUST BE GIVEN SERIOUS CONSIDERATION BY A COMMUNITY WHICH WISHES TO CONSIDER THE COMBINATION SCHOOL MANAGEMENT OPTION FOR THE BUREAU OPERATED SCHOOL IN ITS LOCALITY.
#9 Competing or overlapping administration e.g. an employee being supervised by Boss: "Now tomorrow I want you to..."	WHILE WE MAY CALL THIS THE "COMBINATION SCHOOL" MANAGEMENT OPTION IT ISN'T POSSIBLE FOR MORE THAN ONE ORGANIZATION TO ACTUALLY BE IN CHARGE OF THE SAME OPERATION. THEREFORE, THE BASIC MANAGEMENT STRUCTURE WHICH WILL IDENTIFY ANY SPECIFIC COMBINATION SCHOOL WILL BE THAT OF ONE OF THE THREE MANAGEMENT OPTIONS ALREADY DISCUSSED IN PROGRAMS 3, 4, AND 5.

#10

An Alaskan village snow covered

THUS EACH COMBINATION SCHOOL REPRESENTS A UNIQUE SITUATION. YOUR SITUATION ALSO HAS ITS OWN SPECIAL CONDITIONS AND CIRCUMSTANCES. THE EASIEST WAY TO DESCRIBE THE COMBINATION SCHOOL MANAGEMENT OPTION IS IN TERMS OF COMBINATION ARRANGEMENTS WHICH HAVE ALREADY BEEN ESTABLISHED. SEVERAL ACTUAL EXAMPLES OF THIS OPTION IN PRACTICE WILL BE PRESENTED. EACH OF THESE IS MANAGED PRIMARILY BY ONE OF THE FOLLOWING AGENCIES:

#11

Public School Symbol

A PUBLIC SCHOOL DISTRICT

#12

Tribal-Private Symbol

A TRIBAL ORGANIZATION

#13

Federal Symbol

OR THE BUREAU OF INDIAN AFFAIRS.

#14

Mandaree District

IN EACH OF THE COMMUNITIES, THERE ARE SPECIAL NEEDS AND SPECIAL RESOURCES. INDIAN GROUPS, PUBLIC SCHOOL BOARDS, AND THE BUREAU OF INDIAN AFFAIRS HAVE WORKED OUT UNIQUE PLANS TOGETHER TO FILL THESE SPECIAL NEEDS WITH THE BEST RESOURCES AVAILABLE. IN OTHER WORDS, THESE AGENCIES HAVE COOPERATED WITH ONE ANOTHER TO WORK OUT SPECIAL PLANS MOST SUITABLE FOR EACH OF THE COMMUNITIES. THEREFORE, THEY ARE CALLED COOPERATIVE OR COMBINATION SCHOOLS.

# 15 Hands and blocks	BY PARTICIPATING IN THIS PROGRAM OF THE SERIES YOU WILL BE ABLE TO IDENTIFY SEVERAL KINDS OF SPECIAL COOPERATIVE ARRANGEMENTS THAT ARE POSSIBLE AND YOU WILL BE ABLE TO EXPLAIN WHICH OF THREE AGENCIES IS PRIMARILY IN CHARGE OF MANAGING EACH OF THE COOPERATIVE EDUCATION PLANS THAT ARE PRESENTED...A PUBLIC SCHOOL BOARD...AN INDIAN ORGANIZATION...OR THE BUREAU OF INDIAN AFFAIRS.
# 16 Options 3, 4, and 5	IN ORDER FOR YOU TO GAIN INFORMATION ABOUT THE DETAILS OF THE LEGAL BASIS, THE FUNDING, THE ADMINISTRATION, AND ALL THE OTHER ASPECTS OF MANAGING A COOPERATIVE SCHOOL SITUATION, YOU MAY WISH TO TURN TO ONE OF THE OTHER THREE PROGRAMS ON SCHOOL MANAGEMENT OPTIONS. FOR EXAMPLE, IF YOU ARE INTERESTED IN ONE OF THE COOPERATIVE PLANS MANAGED MAINLY BY THE BUREAU OF INDIAN AFFAIRS, YOU WOULD TURN TO THE PROGRAM ON FEDERAL SCHOOLS. THERE YOU WOULD FIND THE APPROPRIATE INFORMATION ABOUT ALL THE ASPECTS OF OPERATING SUCH
#	A SCHOOL--BUDGET, ADMINISTRATION, POLICY, MAINTENANCE OF THE SCHOOL FACILITY, STAFFING, INSTRUCTIONAL PROGRAM, AND SO FORTH.
# 17 Cooperative School	COPIES OF ACTUAL COOPERATIVE AGREEMENTS THAT HAVE BEEN DEVELOPED ARE INCLUDED IN THE MATERIALS ACCOMPANYING THIS SERIES. THE PERSON PRESENTING THIS PROGRAM WILL BE HAPPY TO LET YOU READ THEM AND PROVIDE COPIES AS REFERENCES FOR YOUR GROUP DISCUSSIONS.
#18 The Combination School	FIRST LET'S LOOK AT SOME EXAMPLES IN WHICH PUBLIC SCHOOL DISTRICTS WITH A LARGE INDIAN POPULATION HAVE WORKED OUT PLANS WITH THE FEDERAL BIA OPERATED SCHOOLS IN THE COMMUNITY. MOST OF THE FEDERAL SCHOOLS IN THE ABERDEEN AREA OF THE BUREAU OF INDIAN AFFAIRS, WHICH INCLUDES NORTH DAKOTA, SOUTH DAKOTA, AND NEBRASKA,

HAVE BECOME COMBINATION SCHOOLS OVER THE PAST 40 YEARS. NATURALLY THERE ARE MANY VARIATIONS OF COOPERATIVE ARRANGEMENTS AMONG THEM. IT IS IMPORTANT TO NOTE HERE THAT THE STATE SCHOOL LAWS IN NORTH AND SOUTH DAKOTA HAVE OFFICIALLY AUTHORIZED A BIA-PUBLIC SCHOOL COOPERATIVE ARRANGEMENT.

Ø 19

Mandaree, North Dakota
District 36

THE MANDAREE SCHOOL DISTRICT NUMBER 36 IN MANDAREE, NORTH DAKOTA, HAS A SCHOOL DISTRICT CONTRACT WITH THE BUREAU OF INDIAN AFFAIRS. THE SCHOOL DISTRICT OPERATES THE ACADEMIC OR INSTRUCTIONAL PROGRAM OF THE MANDAREE DAY SCHOOL FOR GRADES KINDERGARTEN THROUGH TWELVE. THE BIA IS RESPONSIBLE FOR PROVIDING STUDENT TRANSPORTATION AND FOOD SERVICES, AS WELL AS SOME OTHER BASIC SCHOOL SERVICES. HERE THE MAIN MANAGEMENT APPEARS TO BE PROVIDED BY THE LOCAL SCHOOL DISTRICT THROUGH THE SCHOOL BOARD, WITH SOME SERVICES STILL PROVIDED BY THE BUREAU OF INDIAN AFFAIRS.

Ø 20

Turtle Mountain Agency

IN ROLETTE COUNTY IN NORTH DAKOTA, TWO PUBLIC SCHOOL DISTRICTS ENTERED A COOPERATIVE AGREEMENT WITH THE BUREAU OF INDIAN AFFAIRS SO THAT NON-INDIAN CHILDREN OF THE SCHOOL DISTRICTS WOULD BE EDUCATED IN THE FEDERAL SCHOOLS LOCATED IN ONE OF THE DISTRICTS. THE DISTRICTS SHARE IN THE COST OF OPERATING THE SCHOOL AS WELL AS IN THE ACTUAL MANAGEMENT OF IT. THE DISTRICTS JOINTLY HIRE THE SUPERINTENDENT AND OTHER MEMBERS OF THE FACULTY AND STAFF. SOME OF THE STAFF ARE ALSO BIA EMPLOYEES.

ANOTHER COOPERATIVE AGREEMENT EXISTS IN SOUTH DAKOTA, WITH THE DAKOTA INDEPENDENT SCHOOL DISTRICT NUMBER FIFTY AND THE BUREAU OF INDIAN AFFAIRS. NON-INDIAN CHILDREN OF THE SCHOOL DISTRICT ARE ALLOWED TO ATTEND GRADES KINDERGARTEN THROUGH TWELVE IN THE BIA-OPERATED SCHOOLS. THE DISTRICT PROVIDES FUNDS IN LIEU OF TUITION.

Ø 21

Federal School Symbol

IN BOTH OF THESE PLANS, THE MAIN MANAGEMENT RESPONSIBILITIES ARE WITH THE BUREAU OF INDIAN AFFAIRS. ANOTHER COOPERATIVE PLAN IS ILLUSTRATED BY THE ROCKY BOY RESERVATION ORGANIZED SCHOOL DISTRICT AND A NEIGHBORING PUBLIC SCHOOL DISTRICT IN MONTANA.

#22

Children walking to Havre High School

THE ROCKY BOY PUBLIC SCHOOL DISTRICT EDUCATES LOCAL CHILDREN IN GRADES KINDERGARTEN THROUGH EIGHT. FOR HIGH SCHOOL, THE ROCKY BOY DISTRICT HAS AN AGREEMENT WITH THE NEIGHBORING HAVRE PUBLIC SCHOOL DISTRICT TO SEND CHILDREN THERE FOR GRADES NINE THROUGH TWELVE. THIS IS AN EXAMPLE OF A PRIMARILY INDIAN PUBLIC SCHOOL DISTRICT COOPERATING WITH A NEIGHBORING PUBLIC SCHOOL DISTRICT WHICH HAS HIGH SCHOOL FACILITIES AVAILABLE. PRIMARY MANAGEMENT RESTS WITH THE PUBLIC SCHOOL DISTRICT BOARDS.

#23

Hands and blocks

ALTHOUGH COOPERATIVE PLANS BETWEEN INDIAN TRIBES OR ORGANIZATIONS AND THE BUREAU OF INDIAN AFFAIRS ARE ACTUALLY CONTRACT SCHOOLS, THERE ARE SEVERAL EXAMPLES THAT SHOW HOW UNIQUE PLANS OF THE COOPERATIVE TYPE CAN BE WORKED OUT.

#24

Busby School Board

ONE SUCH EXAMPLE IS BUSBY INDIAN SCHOOL IN BUSBY, MONTANA. THE NORTHERN CHEYENNE EDUCATION BOARD HAS CONTRACTED TO PROVIDE THE INSTRUCTIONAL PROGRAM IN WHAT WAS FORMERLY A BUREAU OF INDIAN AFFAIRS SCHOOL. THE BIA'S PART IN THE AGREEMENT IS TO CONTINUE PROVIDING MANAGEMENT OF FOOD SERVICES, PLANT MANAGEMENT SERVICES, AND CERTAIN DORMITORY OPERATION SERVICES. BOTH THE BIA AND THE TRIBAL GROUP AGREED ON A STAFFING PLAN TO RETAIN BIA TEACHERS UNDER REGULAR CIVIL SERVICE STATUS UNTIL THEY RETIRED OR WERE TRANSFERRED. AS POSITIONS OPENED, NON-CIVIL SERVICE TEACHERS WERE HIRED TO REPLACE THEM. ALL EDUCATION STAFF MEMBERS ARE NOW CONTRACT EMPLOYEES HIRED BY THE BOARD. HERE, THE NORTHERN CHEYENNE EDUCATION BOARD IS THE PRIMARY MANAGER, WITH THE BIA PERFORMING CERTAIN SUPPORT SERVICES.

#25

Rock Point and Rough Rock

ROCK POINT COMMUNITY SCHOOL AND ROUGH ROCK SCHOOL ON THE NAVAJO RESERVATION ARE TWO OTHER EXAMPLES OF THE SAME BASIC MANAGEMENT TYPE - A BUREAU SCHOOL WHICH IS OPERATED UNDER CONTRACT BY A LOCAL INCORPORATED INDIAN SCHOOL BOARD WITH CERTAIN SERVICES CONTINUING TO BE PROVIDED BY THE BUREAU.

26

Ramah Navajo High School

ANOTHER SCHOOL WHICH IS USUALLY REFERRED TO AS A CONTRACT SCHOOL IS RAMAH NAVAJO HIGH SCHOOL IN RAMAH, NEW MEXICO. HERE, A TRIBAL SCHOOL BOARD LEASES A PUBLIC SCHOOL FACILITY WHICH WAS NO LONGER OPEN OR BEING MANAGED BY THE PUBLIC SCHOOL DISTRICT BOARD. THE TRIBAL SCHOOL BOARD OPERATES THE HIGH SCHOOL UNDER A CONTRACT WITH THE BUREAU OF INDIAN AFFAIRS, AND ALSO SEEKS FUNDING FROM SPECIAL FEDERAL PROGRAMS AS WELL AS FROM PRIVATE FOUNDATIONS. TRANSPORTATION AND FOOD SERVICES CONTINUE TO BE PROVIDED BY THE GOVERNMENT UNDER SEPARATE ARRANGEMENT. IN THIS PLAN

THE RAMAH NAVAJO SCHOOL BOARD IS THE MAIN MANAGER OF SCHOOL OPERATIONS.

27

Organizational Chart
Cheyenne-Eagle Butte

THERE IS ANOTHER KIND OF COOPERATIVE PLAN, IN WHICH THE PRIMARY MANAGEMENT IS PROVIDED BY THE BUREAU OF INDIAN AFFAIRS WITH SPECIFIC ADVISORY ASSISTANCE FROM A COMBINED PUBLIC SCHOOL DISTRICT AND TRIBAL EDUCATION GROUP.

THE CHEYENNE-EAGLE BUTTE SCHOOL SYSTEM IN SOUTH DAKOTA IS ONE EXAMPLE OF THIS ARRANGEMENT. JOINT INPUT TO THE SCHOOL SYSTEM COMES FROM A FOURTEEN-MEMBER ADVISORY BOARD. SEVEN MEMBERS OF THE BOARD ARE ELECTED BY THE PUBLIC SCHOOL DISTRICT. THE REST OF THE BOARD CONSIST

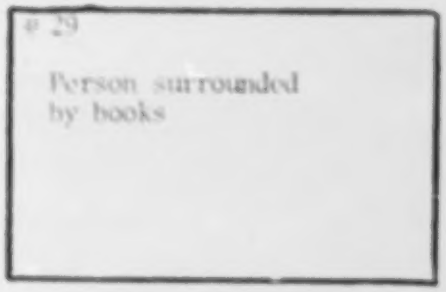
OF ONE MEMBER FROM EACH RESERVATION VOTING DISTRICT. THIS BOARD ADVISES THE BIA ON OPERATION OF THE FEDERAL SCHOOL FOR GRADES KINDERGARTEN THROUGH TWELVE.

28

Organizational Chart
Ft. Yates School

A SIMILAR PLAN INVOLVES THE STANDING ROCK SIOUX TRIBE, THE BIA, AND SCHOOL DISTRICT NUMBER FOUR IN SIOUX COUNTY, NORTH DAKOTA. THE BIA ADMINISTRATION CONFERS JOINTLY WITH THE FORT YATES PUBLIC SCHOOL BOARD AND THE STANDING ROCK SIOUX TRIBAL EDUCATION COMMITTEE. THE MAIN MANAGEMENT REMAINS WITH THE BUREAU IN THIS SITUATION.

29

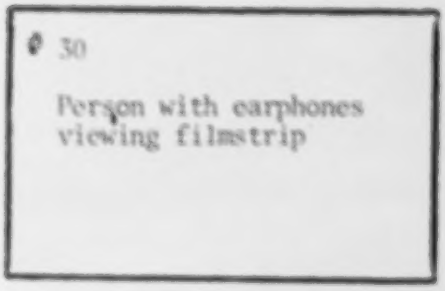


FOR EACH OF THESE COOPERATIVE PLANS--AS WELL AS OTHERS THAT MAY BE WORKED OUT--THE FOLLOWING KINDS OF INFORMATION MUST BE EXAMINED IN MORE DETAIL:

ONE: THE LEGAL BASIS
TWO: THE SOURCES OF FUNDING
THREE: ADMINISTRATION AND POLICY-MAKING
FOUR: PERSONNEL QUALIFICATIONS, HIRING AND DISMISSAL
FIVE: MAINTENANCE AND CONSTRUCTION OF SCHOOL BUILDINGS AND GROUNDS

SIX: FOOD SERVICE AND TRANSPORTATION SERVICE
SEVEN: NEGOTIATIONS

30

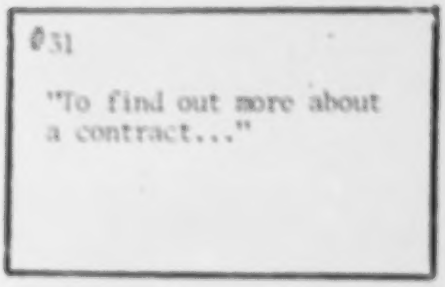


YOU CAN FIND ADDITIONAL APPROPRIATE INFORMATION IN PART THREE, PART FOUR, OR PART FIVE, OF THIS PROGRAM.

FOR EXAMPLE, IF YOU FIRST WISH TO FIND OUT MORE ABOUT A COOPERATIVE PLAN LIKE THAT OF THE STANDING ROCK SIOUX TRIBE, YOU SHOULD TURN TO PART THREE ON THE FEDERAL SCHOOL, BECAUSE THE STANDING ROCK SIOUX PLAN INVOLVES THE BUREAU OF INDIAN AFFAIRS AS THE MAIN MANAGER OF THE SCHOOL.

BY NUMBER ONE ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION:

31



TO FIND OUT MORE ABOUT A CONTRACT SCHOOL SUCH AS RAMAH NAVAJO HIGH SCHOOL, WHICH USES A PUBLIC SCHOOL FACILITY THROUGH A LEASE ARRANGEMENT, WHICH PART OF THE SERIES SHOULD YOU TURN TO:

A. PART THREE ON THE FEDERAL SCHOOL
B. PART FOUR ON THE PUBLIC SCHOOL
C. PART FIVE ON THE TRIBAL-PRIVATE OR CONTRACT SCHOOL

32

Answer:

C. Part Five on the Tribal-Private or Contract School

ANSWER "C", FOR THE TRIBAL-PRIVATE OR CONTRACT SCHOOL, IS THE BEST SOURCE OF INFORMATION FOR YOU TO FIND OUT ABOUT NEGOTIATING FOR AND MANAGING A CONTRACT SCHOOL SUCH AS RAMAH NAVAJO HIGH SCHOOL.

BY NUMBER TWO ON YOUR RESPONSE SHEET, MARK THE LETTER TO ANSWER THIS QUESTION:

33

"To find out more about managing a cooperative plan..."

TO FIND OUT MORE ABOUT MANAGING A COOPERATIVE PLAN SUCH AS THE MANDAREE PUBLIC SCHOOL DISTRICT IN NORTH DAKOTA, WHERE THE SCHOOL DISTRICT OPERATES THE ACADEMIC PORTION OF A FEDERAL SCHOOL, WHICH PART OF THE PROGRAM SHOULD YOU TURN TO?

A. PART THREE ON THE FEDERAL SCHOOL
B. PART FOUR ON THE PUBLIC SCHOOL
C. PART FIVE ON THE TRIBAL-PRIVATE OR CONTRACT SCHOOL

34

Answer:

B. Part Four on the Public School

ANSWER "B", FOR PART FOUR ON THE PUBLIC SCHOOL WOULD BE A GOOD SOURCE OF INFORMATION ABOUT PUBLIC SCHOOL DISTRICT OPERATION. TO FIND OUT ABOUT THE SUPPORT SERVICES THE BUREAU OF INDIAN AFFAIRS PROVIDES FOR THE MANDAREE SCHOOL, YOU WOULD ALSO WANT TO REVIEW PORTIONS OF PART THREE ON "THE FEDERAL SCHOOL".

35

Options 3, 4, and 5

SEVERAL EXAMPLES OF UNIQUE COOPERATIVE PLANS HAVE BEEN PRESENTED. APPROPRIATE SOURCES FOR FINDING OUT MORE ABOUT SUCH PLANS HAVE BEEN NAMED. IN GENERAL, THE BEST SOURCE FOR MORE INFORMATION WILL BE THE PART OF THIS PROGRAM RELATED TO THE MAIN MANAGEMENT AGENCY.

AN INDIAN ORGANIZATION...A PUBLIC SCHOOL DISTRICT OR THE BUREAU OF INDIAN AFFAIRS.

BEFORE CONCLUDING THIS PART OF THE PROGRAM ON COOPERATIVE SCHOOL MANAGEMENT PLANS, THERE ARE A NUMBER OF BASIC IDEAS TO CONSIDER BEFORE SEEKING MORE INFORMATIO

36

Outline map of the Dakotas

FIRST, WORKING OUT A COOPERATIVE PLAN DEPENDS A GREAT DEAL ON EXISTING STATE SCHOOL LAWS AND REGULATIONS. MOST STATES PROVIDE SPECIFICALLY FOR CONTRACTING BETWEEN THE STATE AND THE BUREAU OF INDIAN AFFAIRS, OR FOR CONTRACTS BETWEEN THE STATE AND AN INDIAN TRIBE THE STATES OF NORTH DAKOTA AND SOUTH DAKOTA MAY SERVE AS USEFUL MODELS IN PROVIDING THE NECESSARY LEGAL AUTHORITY.

FOR THE LOCAL DISTRICT THIS MEANS THAT MOST STATES HAVE ENACTED LEGISLATION WHICH WILL PERMIT COOPERATIVE AGREEMENTS BETWEEN A LOCAL SCHOOL DISTRICT AND THE BIA, BUT COOPERATIVE AGREEMENTS BETWEEN A LOCAL SCHOOL DISTRICT AND A TRIBE MAY BE RESTRICTED BY LACK OF LEGISLATION.

AN INTERESTING APPROPRIATE POINT HERE IS THAT, IN SOME CASES WHERE STATES HAVE NO LEGISLATION EITHER PERMITTING OR PROHIBITING COOPERATIVE AGREEMENTS BETWEEN A STATE OR SCHOOL DISTRICT AND A TRIBE, COOPERATIVE ARRANGEMENTS HAVE BEEN POSSIBLE BECAUSE OF THE VERY LACK OF LEGISLATION.

37

State School Laws

IT IS VITAL THAT YOU REVIEW YOUR STATE'S LEGISLATION AND SCHOOL LAWS CONCERNING COOPERATIVE SCHOOL AGREEMENTS. FEDERAL LEGISLATION PERTAINING TO THE ROLE OF THE FEDERAL SCHOOL IN A COOPERATIVE ARRANGEMENT IS UNIFORM THROUGHOUT THE COUNTRY. INDIVIDUAL STATES HOWEVER, ARE NOT AT ALL UNIFORM IN THIS KIND OF LEGISLATION.

ONE AVENUE TO INVESTIGATE MIGHT BE HOW A TRIBE OR VILLAGE COULD ESTABLISH A LOCAL PUBLIC SCHOOL DISTRICT, TO ENABLE IT TO MAKE COOPERATIVE AGREEMENTS WITH THE BUREAU OF INDIAN AFFAIRS.

THIS APPROACH COULD INCREASE THE FLEXIBILITY IN FUNDING FOR MANAGING A LOCAL SCHOOL. OFTEN, COOPERATIVE SCHOOL PLANS HAVE FINANCIAL ADVANTAGES NOT AVAILABLE TO THE FEDERAL SCHOOL, THE CONTRACT SCHOOL, OR THE PUBLIC SCHOOL ALONE.

38

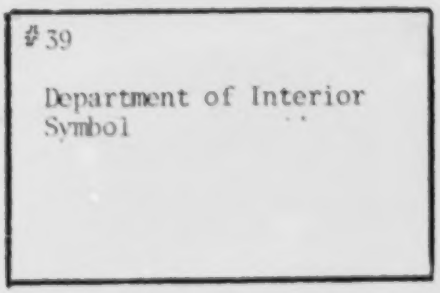
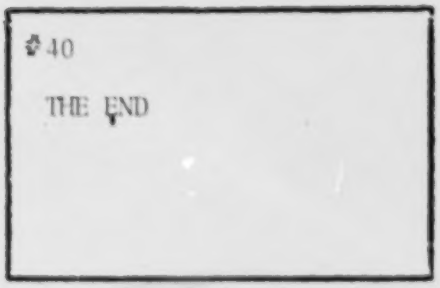
Board meeting with opposing viewpoints

IT IS POSSIBLE FOR A COOPERATIVE PLAN TO YIELD PARTIAL FUNDING FROM ALL THREE SOURCES: FEDERAL, TRIBAL, AND STATE OR PUBLIC EDUCATION BUDGETS. IN ADDITION, THIS MANAGEMENT OPTION PROVIDES FLEXIBILITY TO COMMUNITIES WHERE DIFFERENT PEOPLE STRONGLY FAVOR ONE OF THE OTHER THREE OPTIONS IN DISAGREEMENT WITH ONE ANOTHER.

THERE ARE SEVERAL SOURCES OF ADDITIONAL INFORMATION IF YOU ARE INTERESTED IN INVESTIGATING A COOPERATIVE PLAN. THEY INCLUDE THE OTHER PROGRAMS IN THIS SERIES AND YOUR STATE'S SCHOOL LAWS AND REGULATIONS.

IN ADDITION TO THESE SOURCES, YOU MAY WISH TO REVIEW THE CURRENT BUREAU OF INDIAN AFFAIRS MANUAL AND THE BOOKLET CALLED COOPERATIVE SCHOOL PLANS WHICH ACCOMPANIES THIS PART OF THE PROGRAM.

BY NUMBER THREE ON YOUR RESPONSE SHEET, PLEASE WRITE DOWN ANY QUESTIONS THAT MAY HAVE OCCURRED TO YOU ABOUT NEGOTIATING FOR OR MANAGING A COOPERATIVE PLAN FOR YOUR SCHOOL. WHEN YOU HAVE FINISHED, PLEASE HAND YOUR

	RESPONSE SHEET TO THE PRESENTER OF THE PROGRAM. YOU NEED NOT WRITE YOUR NAME ON YOUR RESPONSE SHEET.
#39  Department of Interior Symbol	MUSIC - FADE IN
#40  THE END	MUSIC - FADE OUT

MANAGEMENT DECISIONS
IN
INDIAN EDUCATION

PROGRAM NUMBER 7
ANOTHER LOOK: IT'S YOUR MOVE

RESEARCH AND EVALUATION REPORT SERIES NO. 32.07

INDIAN EDUCATION RESOURCES CENTER
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0131

# 1 Department of Interior Symbol	MUSIC - FADE IN MUSIC - FADE OUT
# 2 Management Decisions in Indian Education	THIS IS THE SEVENTH PROGRAM IN THE SERIES, 'MANAGEMENT DECISIONS IN INDIAN EDUCATION".
# 3 Another Look: It's Your Move	THIS IS THE LAST PROGRAM IN THE SERIES, AND IT IS CALLED, "ANOTHER LOOK: IT'S YOUR MOVE."
# 4 Booklets	LIKE THE OTHER SIX PROGRAMS, IT HAS BEEN DEVELOPED FOR THE BENEFIT OF INDIAN PEOPLE WHOSE CHILDREN ARE NOW ATTENDING A SCHOOL OPERATED BY THE BUREAU OF INDIAN AFFAIRS. MUSIC - FADE IN

# 5 Secretary Commissioner Director of Education Programs	MUSIC - FADE OUT
# 6a Credits Frame	THE SERIES WAS WRITTEN AND PRODUCED BY THE OFFICE OF INDIAN EDUCATION PROGRAMS OF THE BUREAU OF INDIAN AFFAIRS AS PART OF THE SECRETARIAL OBJECTIVE FOR FISCAL YEAR 1975.
# 6b Credits Frame	THE SERIES WAS WRITTEN AND PRODUCED BY THE OFFICE OF INDIAN EDUCATION PROGRAMS OF THE BUREAU OF INDIAN AFFAIRS AS PART OF THE SECRETARIAL OBJECTIVE FOR FISCAL YEAR 1975.
# 7 The Secretarial Objective	THE SECRETARIAL OBJECTIVE SAYS, "BY THE END OF FISCAL YEAR 1975 OR JUNE 30, 1975, AT LEAST ONE-FOURTH OR 50 OF THE BUREAU OF INDIAN AFFAIRS SCHOOLS WILL OPERATE UNDER THE MANAGEMENT SYSTEM CHOSEN BY THOSE SERVED BY THE SCHOOL."
# 8 The 5 Options Symbols	THE PROGRAMS IN THIS SERIES WERE PREPARED FOR THE PURPOSE OF PROVIDING DEPENDABLE INFORMATION TO INDIAN PEOPLE CONCERNING OPTIONS OR CHOICES THEY HAVE IN THE MANAGEMENT SYSTEM OF THE BIA SCHOOLS THEIR CHILDREN NOW ATTEND, ALONG WITH A METHOD FOR REACHING A FORMAL DECISION AS A COMMUNITY IN SELECTING ONE OF THOSE OPTIONS.

#9 Whose responsibility is that?	THE INTRODUCTORY PROGRAM IN THE SERIES PRESENTED AND EXPLAINED THE SECRETARIAL OBJECTIVE, AND PROVIDED AN OVERVIEW OF THE RESPONSIBILITIES OF DIFFERENT PEOPLE AND AGENCIES IN ORDER TO ACCOMPLISH THE OBJECTIVE.
#10 What's A Needs Assessment?	PROGRAM NUMBER 2 PRESENTED A DETAILED PLAN FOR CONDUCTING AN EDUCATIONAL NEEDS ASSESSMENT IN THE COMMUNITY IN ORDER TO HELP DECIDE WHICH MANAGEMENT OPTION MIGHT BE MOST SUITABLE IN THAT SITUATION.
#11 Options 3, 4, 5, and 6	PROGRAMS 3, 4, 5, and 6 PRESENTED DETAILED INFORMATION ON THE FEDERAL SCHOOL AS A MANAGEMENT OPTION, THE PUBLIC SCHOOL AS A MANAGEMENT OPTION, THE TRIBAL-PRIVATE OR CONTRACT SCHOOL AS A MANAGEMENT OPTION, AND THE COMBINATION OR COOPERATIVE SCHOOL AS A MANAGEMENT OPTION.
#12 Composite Picture	EACH OF THOSE FOUR PROGRAMS PROVIDED INFORMATION ON A NUMBER OF IMPORTANT QUESTIONS HAVING TO DO WITH THE MANAGEMENT OF SCHOOLS.
#13 Words: "Funding", "Staffing", etc.	QUESTIONS CONCERNING SUCH MATTERS AS FUNDING, LEGAL AUTHORITY, ADMINISTRATION, POLICY AND GOALS, FOOD AND TRANSPORTATION, AND SCHOOL MAINTENANCE AND CONSTRUCTION, AS WELL AS OTHERS.

# 14 Who hires the staff? + The 4 Options Symbols	THE PURPOSE OF THIS, THE SEVENTH AND LAST PROGRAM IN THE SERIES, IS TO HELP YOU REVIEW AND COMPARE THE INFORMATION IN SEVERAL OF THOSE CATEGORIES AS PRESENTED FOR THE FOUR OPTIONS.
# 15 Checkerboard	... AND TO REVIEW THE NEXT STEPS TO BE TAKEN IN ORDER TO ARRIVE AT AN INFORMED DECISION. IT'S YOUR MOVE!
# 16 Lawyer with book	ONE OF THE FIRST QUESTIONS DISCUSSED IN EACH OF THE OPTIONS WAS THAT OF THE LEGAL BASIS WHICH SAYS INDIAN PEOPLE CAN HAVE THAT PARTICULAR OPTION.
# 17 Federal School Symbol	WE LEARNED THAT FEDERAL LAWS ESTABLISHED FEDERALLY OPERATED SCHOOLS FOR INDIAN CHILDREN LONG AGO.
# 18 Tribal-Private School Symbol	MORE RECENTLY, FEDERAL LAWS HAVE MADE IT POSSIBLE FOR INDIAN ORGANIZATIONS TO PROVIDE EDUCATION PROGRAMS AND SERVICES FOR THEIR OWN PEOPLE UNDER CONTRACT WITH THE BUREAU OF INDIAN AFFAIRS.

19

The Snyder Act

THE SNYDER ACT OF 1921... AND

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20

"Superman" JOM

THE JOHNSON O'MALLEY ACT OF 1934 ARE AMONG THE MOST IMPORTANT OF THESE LAWS THROUGH WHICH THE TRIBAL-PRIVATE SCHOOL MANAGEMENT OPTION MAY BE SELECTED.

21

Public School Symbol

THE STATE LAWS OF ANY STATE IN WHICH INDIAN COMMUNITIES ARE LOCATED PROVIDE THE LEGAL BASIS ON WHICH ANY ONE COMMUNITY MIGHT BE ABLE TO BECOME A NEW PUBLIC SCHOOL DISTRICT, OR PART OF AN EXISTING DISTRICT.

22

Documents headed, "Arizona, New Mexico, etc.".

EACH COMMUNITY IS UNIQUE WITH ITS OWN SPECIAL CONDITIONS AND MUST DETERMINE THESE POSSIBILITIES BY ASKING ITS STATE DEPARTMENT OF EDUCATION FOR ASSISTANCE.

23

How about these Indian children?

THE UNITED STATES CONSTITUTION MAKES NO PREFERENCE TO EDUCATION, THEREFORE, THE QUESTION OF PROVIDING PUBLIC SCHOOLS HAS RESTED WITH THE INDIVIDUAL STATES.

24 Indian children going toward public school	INDIAN CHILDREN AS WELL AS ALL OTHER CHILDREN HAVE A RIGHT TO PUBLIC SCHOOL EDUCATION, AND BOTH THE STATE AND FEDERAL GOVERNMENTS HAVE A RESPONSIBILITY FOR THE EDUCATION OF INDIAN CHILDREN IN PUBLIC SCHOOLS
25 Combination School Symbol	THE LEGAL BASIS FOR THE COMBINATION SCHOOL MANAGEMENT OPTION DEPENDS ON THE WRITTEN AGREEMENT WORKED OUT AMONG THE FEDERAL, STATE, AND PRIVATE AGENCIES WHICH WILL CONTRIBUTE TO IT.
26 "Cooperative School Agreement"	SPECIFIC LAWS HAVE BEEN ENACTED IN SOME STATES TO MAKE IT POSSIBLE TO ESTABLISH A COMBINATION OR COOPERATIVE SCHOOL. ANY COMMUNITY WISHING TO CONSIDER THE COMBINATION SCHOOL MANAGEMENT OPTION MUST INVESTIGATE THE SCHOOL LAWS AND THE CONTRACTING LAWS OF THE STATE IN WHICH IT IS LOCATED.
27 Money flowing to the school	A QUESTION OF GREAT IMPORTANCE IN THE MANAGEMENT OF SCHOOLS WHATEVER OPTION MAY BE CHOSEN IS THAT OF FUNDING.
28 Cornucopia	MONEY IS ALWAYS ONE OF THE FIRST THINGS AN ORGANIZATION NEEDS TO BE CONCERNED ABOUT. WITHOUT IT, THERE WOULD BE NO ORGANIZATION, SO WE DISCUSSED FUNDING LEVELS AND SOURCES.

# 29 Administrator working over budget	A CHIEF DIFFERENCE AMONG THE OPTIONS HAS TO DO WITH WHO HAS THE RESPONSIBILITY FOR SPENDING EDUCATION FUNDS.
# 30 Congress and outflow	WE HAVE NOTICED, HOWEVER, THAT IN ALL OF THE OPTIONS THE FEDERAL GOVERNMENT PROVIDES FUNDING FOR THE EDUCATION OF INDIAN CHILDREN. THE FEDERALLY MANAGED SCHOOL IS FUNDED SOLELY BY MONEY APPROPRIATED BY CONGRESS AND ADMINISTERED BY THE BUREAU OF INDIAN AFFAIRS.
# 31 U. S. Office of Education	THE TRIBAL-PRIVATE OR CONTRACT SCHOOL IS FUNDED PRIMARILY FROM THE SAME SOURCE BUT RESPONSIBILITY FOR EXPENDITURE OF THE FUNDS IS IN THE HANDS OF THE CONTRACTING INDIAN ORGANIZATION, WHICH MAY SEEK OTHER FEDERAL AND NON-FEDERAL FUNDS TO SUPPLEMENT THE BASIC PROGRAM.
# 32 Money flowing to the school	FUNDS TO OPERATE PUBLIC SCHOOLS HAVE HISTORICALLY COME FROM STATE AND LOCAL SOURCES.
# 33 Three big spenders	HOWEVER, IN RECENT YEARS THROUGHOUT THE UNITED STATES FEDERAL FUNDS HAVE COME TO ACCOUNT FOR MORE THAN HALF OF THE MONEY NEEDED TO OPERATE PUBLIC SCHOOLS.

34

Accountant

FISCAL ACCOUNTABILITY - THAT IS, KEEPING THE BOOKS - IS HANDLED SOMEWHAT DIFFERENTLY IN THE DIFFERENT OPTIONS. IN THE FEDERAL SCHOOL THE GENERAL ACCOUNTING OFFICE, KNOWN AS GAO, MONITORS ACCOUNTING PROCEDURES.

35

BIA Contracts Office

TRIBAL-PRIVATE SCHOOLS ARE ACCOUNTABLE TO THE CONTRACTING OFFICE OF THE BIA AREA OFFICE IN WHICH THEY ARE LOCATED.

36

State Auditor

A PUBLIC SCHOOL'S FISCAL MANAGEMENT IS ACCOUNTABLE TO THE STATE AUDITOR OF THE STATE IN WHICH IT OPERATES.

NO MATTER WHICH MANAGEMENT OPTION IS SELECTED, THOSE RESPONSIBLE FOR MANAGEMENT MUST ACCOUNT TO SOME HIGHER AUTHORITY FOR THE HANDLING OF FUNDS FOR THE BENEFIT OF THE COMMUNITY.

37

Group around table

RESPONSIBILITY FOR MANAGING SCHOOLS AND EDUCATION PROGRAMS FOR INDIAN CHILDREN IS MADE UP OF A NUMBER OF JOBS THAT TOGETHER ARE CALLED ADMINISTRATION: SUCH JOBS AS SETTING GOALS, POLICIES, AND STANDARDS AND PROVIDING A COMPETENT STAFF;

38

The "Honcho"

PROVIDING A COMPREHENSIVE PROGRAM, MANAGING THE BUDGET, KEEPING ACCURATE RECORDS, AND PROVIDING SUCH SERVICES AS FOOD AND TRANSPORTATION. ALL OF THESE FUNCTIONS REQUIRE A GREAT MANY DECISIONS.

#39

"Staff Qualifications"
"Academic Standards"

THESE AND OTHER PARTS OF ADMINISTRATION WERE DISCUSSED SEPARATELY IN DETAIL IN THE OTHER PROGRAMS IN THIS SERIES. WE WILL TAKE ANOTHER BRIEF LOOK AT SOME OF THEM AS THEY COMPARE WITH ONE ANOTHER IN THE VARIOUS OPTIONS.

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#40

Football field with "Goals"

RESPONSIBILITY FOR ESTABLISHING THE PHILOSOPHY, GOALS, AND MAJOR POLICY WAS DISCUSSED IN EACH OF THE OPTIONS PROGRAMS. WE CAN DRAW SOME GENERAL COMPARISONS AND CONCLUSIONS AT THIS TIME.

INDIAN ADVISORY BOARDS HAVE BEEN ESTABLISHED FOR ALL FEDERALLY OPERATED SCHOOLS.

#41

Commissioner

WHILE THE WISHES AND ADVICE OF ADVISORY BOARDS ARE INCREASINGLY IMPORTANT IN DETERMINING THE DIRECTION AND GOALS OF A FEDERAL SCHOOL, IT IS LEGALLY THE RESPONSIBILITY OF THE COMMISSIONER OF INDIAN AFFAIRS TO SET MAJOR POLICY FOR ALL SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS.

#42

School Board saying, "Aye, Aye"

IN THE TRIBAL-PRIVATE OR CONTRACT SCHOOL THE LOCAL INDIAN CONTROLLED SCHOOL BOARD BECOMES DIRECTLY RESPONSIBLE FOR THE MANAGEMENT OF THE SCHOOL, ITS GOALS, POLICIES, AND PROGRAMS.

#43

School Board Meeting

THE ELECTED BOARD OF A PUBLIC SCHOOL DISTRICT IS LIKEWISE DIRECTLY RESPONSIBLE FOR SCHOOL POLICY AND MANAGEMENT. HOWEVER, IF AN INDIAN COMMUNITY CHOOSES THE PUBLIC SCHOOL AS A MANAGEMENT OPTION AND JOINS AN ALREADY EXISTING SCHOOL DISTRICT, INDIAN REPRESENTATION ON THE SCHOOL BOARD MAY BE IN THE MINORITY, DEPENDING ON THE AREA. IN MANY LOCATIONS THIS WOULD NOT BE THE CASE. IT IS IMPORTANT THAT THE ADVANTAGES OF DISADVANTAGES IN ANY SITUATION BE CAREFULLY INVESTIGATED AND UNDERSTOOD.

# 44 "You must take this up with the Superintendent first."	THE DAY-TO-DAY RESPONSIBILITY OF MANAGING A SCHOOL MUST BE ENTRUSTED TO AN ADMINISTRATOR WHO IS CAREFULLY SELECTED AND APPOINTED BY THE POLICY-MAKING BODY.
# 45 Federal Staffing Cycle	IN THE CASE OF THE FEDERALLY OPERATED SCHOOL, THE CHIEF ADMINISTRATOR IS SELECTED AND APPOINTED OFFICIALLY BY THE BIA AREA AND AGENCY ADMINISTRATION, AS ARE THE OTHER STAFF MEMBERS. WHILE THE VIEWS AND ADVICE OF THE ADVISORY SCHOOL BOARD ARE BECOMING INCREASINGLY IMPORTANT IN THOSE SELECTIONS, IT REMAINS THE LEGAL RESPONSIBILITY OF THE MANAGING ORGANIZATION, THE BIA, TO MAKE THOSE APPOINTMENTS WHICH ARE MADE UNDER THE CIVIL SERVICE SYSTEM.
# 46 "Fringe Benefits"	THERE ARE MANY EMPLOYEE BENEFITS UNDER THIS SYSTEM WHICH ARE HARD TO MATCH IN THE OTHER OPTIONS.
# 47 Board interviewing Superintendent candidate	IN BOTH THE TRIBAL-PRIVATE AND THE PUBLIC SCHOOL MANAGEMENT OPTIONS, THE SCHOOL BOARD OR OTHER CONTRACTING INDIAN ORGANIZATION SELECTS AND APPOINTS THE CHIEF ADMINISTRATOR AS WELL AS THE REST OF THE STAFF.
# 48 Policy Handbook	IT IS THE BOARD'S RESPONSIBILITY TO ESTABLISH PERSONNEL POLICIES CONCERNING SUCH THINGS AS SALARY SCALE, VACATIONS AND SICK LEAVE, ACCEPTABLE PERFORMANCE STANDARDS, AND OTHERS. WE CAN SEE THAT WHILE THE LOCAL COMMUNITY HAS DIRECT AUTHORITY AND CONTROL IN THE TRIBAL-PRIVATE AND PUBLIC SCHOOL MANAGEMENT OPTIONS, IT MUST ALSO BE RESPONSIBLE FOR DEVELOPING ALL OF THE POLICY DETAILS WHICH ARE ESSENTIAL IN RUNNING A SCHOOL. WE MIGHT MENTION ATTENDANCE AND DISCIPLINE POLICY AS ONLY TWO OF MANY.

#49

EPA reviewing BIA Manual

MOST OF THESE POLICIES FOR FEDERAL SCHOOLS HAVE BEEN DEVELOPED OVER MANY YEARS AND ARE CONTAINED IN THE BIA MANUAL. WHEN A NEW MANAGEMENT ORGANIZATION IS ESTABLISHED ALL OPERATING POLICIES MUST BE NEWLY ESTABLISHED TOO.

#50

Combination School Symbol

IN THE CASE OF THE COMBINATION SCHOOL OPTION, SELECTION OF THE CHIEF ADMINISTRATOR AND OTHER STAFF MEMBERS, AND THE ESTABLISHING OF OPERATING POLICIES WILL DEPEND ON THE AGENCY WHICH IS DIRECTLY RESPONSIBLE FOR MANAGEMENT OF THE SCHOOL: EITHER THE BIA, THE CONTRACTING INDIAN ORGANIZATION, OR THE PUBLIC SCHOOL BOARD.

#51

Planner at drawing board

DESIGN OF THE CURRICULUM AND OVERALL PROGRAM IS, IN EACH OPTION, THE RESPONSIBILITY OF THE ADMINISTRATOR AND HIS STAFF.

#52

Scales
State Standards

THE CRITERIA FOR ACCREDITATION OF SCHOOLS BY THE STATE IN WHICH A SCHOOL OPERATES WILL, IN ALL OPTIONS, BE IMPORTANT IN THAT DESIGN. PARENTS NEED TO KNOW THAT THE DIPLOMA THEIR CHILDREN RECEIVE WILL BE ACCEPTED ELSEWHERE WHEN THEY GO ON TO HIGHER EDUCATION OR INTO THE WORLD OR WORK.

#53

The University says, "Jane isn't prepared."

A COMMUNITY MUST FEEL CONFIDENT THAT A HIGH QUALITY EDUCATION PROGRAM WHICH MEETS THEIR PARTICULAR NEEDS WILL BE PROVIDED BEST BY A PARTICULAR MANAGEMENT SYSTEM. THIS SHOULD BE THE BASIS FOR MAKING THE SELECTION IN THEIR UNIQUE SITUATION.

#54 Composite "Food Services" Maintenance	A FINAL WORD ON PROVISION FOR SUPPORT SERVICES IN THE DIFFERENT OPTIONS, PARTICULARLY FOOD SERVICES, TRANSPORTATION, AND PLANT MAINTENANCE AND CONSTRUCTION.
#55 Cafeteria Scene	WHICHEVER MANAGEMENT OPTION MAY BE SELECTED, STANDARDS WHICH MUST BE MET FOR CLEANLINESS AND QUALITY IN FOOD PROGRAMS, AND FOR....
#56 DMV Officer kicking bus tire.	SAFETY IN BOTH EQUIPMENT AND DRIVERS IN TRANSPORTATION PROGRAMS ARE ESTABLISHED BY STATE GOVERNMENTS.
#57 "Minimum standards for nutrition..."	THESE STANDARDS MUST BE MET IF THE PROGRAM IS TO OPERATE NO MATTER WHAT AGENCY MANAGES IT.
#58 GSA Motor Pool	THERE ARE MANY POSSIBLE ARRANGEMENTS THAT CAN BE MADE FOR MANAGEMENT OF SUPPORT SERVICES. THESE HAVE BEEN DISCUSSED EXTENSIVELY UNDER EACH OPTION SEPARATELY. YOU MAY WISH TO REVIEW INDIVIDUAL PROGRAMS OR THE MATERIALS ACCOMPANYING THIS SERIES FOR ANSWERS TO SPECIFIC QUESTIONS..

#59

Plant Management

PLANT MAINTENANCE AND REPAIR IS, OF COURSE, HANDLED IN FEDERAL SCHOOLS BY THE DIVISION OF PLANT MANAGEMENT.

#60

Building under construction.

CONSTRUCTION IS THE RESPONSIBILITY OF THE SCHOOL FACILITIES DIVISION OF THE OFFICE OF EDUCATION PROGRAMS, AND OF PLANT DESIGN AND CONSTRUCTION OF THE BIA. SERVICES OF THESE DIVISIONS ARE SOMETIMES AVAILABLE UNDER THE OTHER OPTIONS, AND AGAIN IT IS SUGGESTED THAT YOU REVIEW PROGRAMS 3, 4, 5, or 6 FOR PARTICULAR INFORMATION.

#61

Crossroads

THERE IS A GREAT DEAL MORE INFORMATION WHICH MIGHT BE USEFUL TO INDIAN COMMUNITIES WHICH ARE TRYING TO SELECT THE BEST SCHOOL MANAGEMENT SYSTEM TO MEET THEIR NEEDS.

THE TASK IS NOT AS SIMPLE AS IT MIGHT SEEM.

#62

The 4 Options Symbols

WE HAVE TRIED TO PROVIDE AS COMPLETE A PICTURE AS POSSIBLE OF THE KNOWN OPTIONS, AS WELL AS A SYSTEMATIC WAY TO GO ABOUT DEVELOPING DEPENDABLE INFORMATION FOR CHOOSING AMONG THEM.

EACH OPTION HAS ADVANTAGES AS WELL AS DISADVANTAGES, AND WE CAN'T SAY THAT ANYONE OF THEM WILL BE APPROPRIATE FOR ALL COMMUNITIES. IF THAT WERE THE CASE, THERE WOULD BE NO NEED FOR THE OTHER OPTIONS.

#63

"The Winner."

IN EACH SITUATION THE GOALS AND CIRCUMSTANCES OF THE COMMUNITY BEING SERVED WILL POINT TO ONE OF THE OPTIONS AS THE BEST CHOICE.

#64 "Needs Assessment Committee"	IT IS ESSENTIAL THAT INDIAN COMMUNITIES NOW MOVE ENERGETICALLY, WITH THE HELP OF BIA AGENCY AND AREA STAFF AND OTHER AVAILABLE ASSISTANCE TOWARD ACCOMPLISHING AN EDUCATIONAL NEEDS ASSESSMENT AS SOON AS POSSIBLE.
#65 "We chose this Option because..."	A FULLY INFORMED DECISION AND SELECTION OF ONE OF THE AVAILABLE OPTIONS REPRESENTS TRUE SELF-DETERMINATION IN INDIAN EDUCATION. DOING NOTHING IS ALSO A DECISION, BUT IT IS NOT KNOWLEDGEABLE SELF-DETERMINATION.
#66 Checkerboard	WE HAVE TAKEN ANOTHER LOOK TOGETHER - NOW IT'S YOUR MOVE.
#67 Department of Interior Symbol	MUSIC - FADE IN
#68 THE END	MUSIC - FADE OUT

PROGRAM NUMBER 1
INTRODUCTION

RESPONSE SHEET

#1 A B C

#2 A B C

#3 1 2 3 4

#4 YES NO

#5 A. The Public School
B. The Tribal-Private School
C. The Federal School
D. The Combination School

#6 A. The Public School
B. The Tribal-Private School
C. The Federal School
D. The Combination School

#7 A. The Public School
B. The Tribal-Private School
C. The Federal School
D. The Combination School

PROGRAM NUMBER 2
SELECTING EDUCATIONAL GOALS
AND ASSESSING EDUCATIONAL NEEDS

RESPONSE SHEET

#1	A	B		
#2	A	B	C	
#3	A	B	C	D
#4	A	B		
#5	A	B	C	

PROGRAM NUMBER 3
THE FEDERAL SCHOOL: A MANAGEMENT OPTION

RESPONSE SHEET

#1	A	B	C
#2	A	B	
#3	A	B	C
#4	A	B	C
#5	A	B	C
#6	A	B	C
#7	A	B	C
#8	A	B	C
#9	A	B	C
#10	A	B	
#11	A	B	C
#12	A	B	C
#13	A	B	C
#14	A	B	C

PROGRAM NUMBER 4
THE PUBLIC SCHOOL: A MANAGEMENT OPTION

RESPONSE SHEET

#1	A	B	C
#2	A	B	
#3	A	B	C
#4	A	B	C
#5	A	B	C
#6	A	B	C
#7	A	B	C
#8	A	B	C

PROGRAM NUMBER 5
THE TRIBAL-PRIVATE SCHOOL: A MANAGEMENT OPTION

RESPONSE SHEET

#1 A B

#2 (10 Second Pause)

#3 A B C

#4 (10 Second Pause)

#5 A B C

#6 (10 Second Pause)

#7 A B C

#8 (10 Second Pause)

#9 A B C

#10 (10 Second Pause)

#11 (10 Second Pause)

#12 (10 Second Pause)

#13 A B C

#14 (10 Second Pause)

PROGRAM NUMBER 6
THE COMBINATION SCHOOL: A MANAGEMENT OPTION

RESPONSE SHEET

#1 A B C

#2 A B C

#3 Please write any questions you may have re: